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Empowerment and the Home Economist
Traditional Woven Textiles of India
Reconceptualizing the Private/Public Spheres
Strategic Orientations: Issues of Concern

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ARTICLES / LES ARTICLES

Empowerment and the Home Economist
Shawna Berenbaum 46

Traditional Woven Textiles of India: The Faded Glory of the Kinkhabs of Gujarat
Sunanda Phadke and Rashmi Kacker 50

Reconceptualizing the Private/Public Spheres: A Basis For Home Economics Theory
Patricia J. Thompson 53

Implementing CHEA's International Development Program Strategic Orientations (1993-1998): Issues of Concern
Lila Engberg 58

RESEARCH SECTION / DE LA RECHERCHE

Developmental Factors and Pre- and PostMenarcheal Menstrual Attitudes
Dianne K. Kieren and Janice Morse. 61

DEPARTMENTS / RUBRIQUES

From The Editors 44

Mot des rédactrices 45

Home Economists in Public Policy
Les économistes familiales et les politiques gouvernmentales

Policy on a World Scale - 4th UN World Conference on Women
J. Estelle Reddin 68

On The Job

The Life of a Home Economist: Elizabeth Dowdeswell 71
Au travail — La vie d'une économiste familiale: Elizabeth Dowdeswell 74

Abstracts of Current Literature / Résumés de certains écrits récents

Compiled by Nancy E. Reddin 78

New Developments / Nouveaux développements

Compiled by Debbie MacLellan 82

Book Reviews / Comptes rendus

Compiled by Sheri McBride 85

1994-95 Enrolment Data 88

Calendar of Events 89

Beijing September 4 - 15
Fourth UN World Conference on Women:
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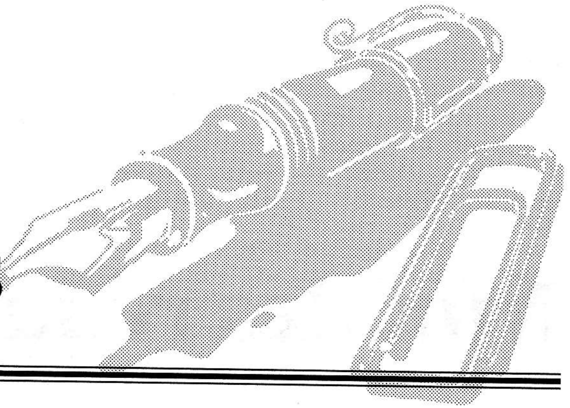
From the Editors



Each issue of the *Canadian Home Economics Journal* seems to evolve with a will of its own, whether or not it has a stated theme. For this Spring issue, the analogy of a garden comes to mind. In winter, we dream of summer's garden and get out the seed catalogues and enjoy the allure of possibilities. Spring also brings the close of the school and university year and a time for evaluation and planning for the future.

Each of the articles in this issue contains seeds of ideas, ours for the taking. Over centuries, domestic art has taken motifs from nature for its designs. Traditional crafts provide rootedness and identity for a human group. When that culture is uprooted, weeds take over and the people suffer. Sunanda Phadke and Rashmi Kacker plead for respect and care for the flowers of India's indigenous traditional crafts, such as Kinkhabs weaving.

Patricia Thompson sets out a plan for the garden— a home economics perception of the public/private as two interacting spheres, a Hestian/Hermean paradigm. Lila Engberg, drawing from the *CHEA-ID Strategic Plan,* speaks of collaboration, gender equity, a feminist approach, empowerment, and becoming change agents. Shawna Berenbaum raises the recurrent question, "Is the home economist the expert, the one who has the ability to empower others, or, rather, the facilitator, the enabler, the fellow traveller?"

One journey we can take together as fellow travellers is the metaphorical journey to Beijing for the Fourth UN World Conference on Women. This is an undertaking in global collaboration. In following its progress, we see how documents couched in Hermean bureaucratic language may gradually be transformed into a more Hestian strategic plan for the world. This transformation is a tedious time-consuming task, like weeding the garden.

We are exhorted to take a global view in these changing times. CHEA has already a history of global involvement, such as participation in International Year of the Family activities, in international conferences, and also person-to-person CHEA-ID activities including the new partnership with African home economists. Individual home economists also take up various positions outside our own country. Elizabeth Dowdeswell is an outstanding example. On the Job – a *Journal* column much appreciated by readers– is usually a first-person account of a home economist's work life. In this issue, "The Life of a Home Economist" is a third-person account that acknowledges Elizabeth Dowdeswell's achievements and provides encouragement for young home economists through both the example of the richness of her experience and her words of advice to young people in her Convocation Address.

How the gardens grow is up to us as home economists. Gwynne Dyer, on tour with his NFB series "The Human Race," recently visited the University of Prince Edward Island. In an on-campus lecture, he stated his belief that patriarchy is collapsing. What does this mean? That Hestian home economists and others who hold similar views can seize the opportunity to follow Elizabeth Dowdeswell's advice and "stand on the cracks in-between." We don't need to have our names in the history books. To be change agents doesn't mean to try to "control" globalization and economic restructuring and all those frightening off-putting economic/political moves in the contemporary Hermean public world, but rather to build the strength of resistance through collaboration and solidarity. If each of the 2400 *Journal* readers could bloom where we're planted, rooted in a Hestian domain but not walled off into a closed "private sphere," what a powerful force that could be when the walls of patriarchy come tumbling down!

J. Estelle Reddin
Editor

Reader Forum

Congratulations!

As editor of the Winter 1995 CHEA *Journal*, you and your team have done a superb job. Articles such as Khamasi's "North-South Dialogue" and Sue McGregor's "Family Principles and Policy" are very professional, informative, and stimulating.

Nancy Durnford
Montreal West

Please be advised that the Home Economics Association of Australia, which had published a Journal in the name of the Association, has been renamed "Home Economics Institute of Australia, Inc." The Journal is now published in the name of that organisation and the new address for all correspondence is:- c/-Ms Sylvia Napier, HEIA Journal Committee, School of Public Health, Queensland University of Technology, Kelvin Grove 4059, Australia.

Thank you for your correspondence in the past and best wishes.

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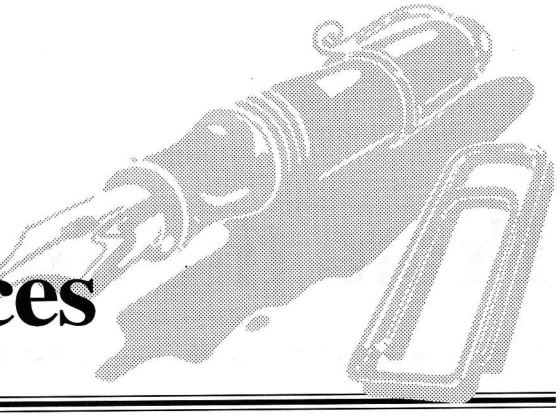

Mot des rédactrices

Chaque numéro de la *Revue canadienne d'économie familiale* semble prendre une direction précise qu'il y ait un thème spécifique ou non. Pour ce numéro qui paraît au printemps, l'image d'un jardin vient à l'esprit. Pendant l'hiver, on rêve du jardin d'été, on feuillette les catalogues de graines et on passe un bon moment à s'imaginer différentes possibilités pour son jardin. Avec la venue du printemps, viennent aussi la fin de l'école et de l'année universitaire; c'est le moment de faire le bilan de l'année qui s'achève et de faire des plans pour l'avenir.

Dans chacun des articles de ce numéro, il y a des semences d'idées qui s'offre à nous. À travers les siècles, l'art domestique s'est inspiré d'éléments de la nature pour créer ses motifs. Les arts traditionels permettent aux groupes humains de prendre racine et de se former une identité. Lorsque une culture est déracinée, les mauvaises herbes s'installent et le peuple en souffre. Sunanda Phadke et Rashmi Kacker plaide la cause du respect et du soin des métiers d'art traditionnels et indigènes de l'Inde tel que le tissage Kinkhabs.

Patricia Thompson nous présente un plan pour le jardin - une approche d'économie familiale où le domaine privé et le domaine public sont représentés comme deux sphères d'activité qui sont en interaction (un paradigme Hestia/Hermès). Lila Engberg, se reférant aux Orientations stratégiques de l'ACEF-DI, nous parle de collaboration, d'égalité des sexes, d'une approche féministe, de prise en main de pouvoir et du processus pour devenir des agents du changement. Shawna Berenbaum pose la question qui revient sans cesse, «Est-ce que l'économiste familiale est une spécialiste, une personne qui est en mesure de donner des pouvoirs aux autres ou est-ce plutôt un agent facilitateur, une compagne de voyage?»

Un voyage que nous pouvons entreprendre ensemble est le voyage métaphorique à Beijing pour la 4ième Conférence mondiale de l'ONU sur les femmes. C'est une entreprise de collaboration mondiale. Si l'on en suit le déroulement, on peut voir comment des documents qui s'expriment en langage bureaucratique (approche Hermès) peuvent graduellement être transformés en un plan stratégique mondiale qui serait davantage influencé par l'approche Hestia. Mais cette transformation est un travail qui demande beaucoup de temps et de patience, comme l'est le travail de désherbage d'un jardin.

On nous encourage à adopter une perspective mondiale, en cette époque de changement. L'ACEF a déjà participé à plusieurs activités à l'échelle mondiale dont les activités de l'Année internationale de la famille et des congrès internationaux; de plus, il y a les activités de personne à personne de l'ACEF-DI et le nouveau projet de partenariat avec des économistes familiales africaines. Certaines économistes familiales, sur une base individuelle, prennent également position à l'extérieur de notre pays. Elizabeth Dowdeswell en est un exemple remarquable. «Au travail»– une rubrique très appréciée de nos lectrices et de nos lecteurs, est habituellement un témoignage personnel de la vie au travail d'une économiste familiale. Dans le présent numéro, l'article «La vie d'une économiste familiale» est une présentation à la troisième personne, où l'on fait état des réalisations d'Elizabeth Dowdeswell. C'est aussi une source d'encouragement pour les jeunes qui peuvent profiter de l'exemple de la richesse de son expérience ainsi que des conseils qu'elle leur a adressées dans un discours à une collation de grades.

La croissance de nos jardins dépend de nous en tant qu'économistes familiales. Gwynne Dyer qui est en tournée avec sa série de l'ONF «The Human Race» est venu récemment au campus de l'Université de l'Île-du-Prince-Édouard. Lors d'une conférence, il a dit qu'il croyait que la structure patriarcale était en train de s'effondrer. Qu'est-ce que cela signifie? Que c'est le moment opportun pour les économistes familiales et pour les autres personnes qui croient aux valeurs de la famille et du foyer de suivre les conseils d'Elizabeth Dowdeswell et de «se tenir entre deux chaises». On n'a pas besoin que nos noms soient gravés dans les livres d'histoire. Être agent de changement ne veut pas dire qu'on doit diriger les processus de mondialisation et de restructuration économique ni toutes ces nouvelles tendances qui nous effraient et nous déroutent dans les domaines publics de l'économie et de la politique, mais ça veut dire plutôt de consolider les forces de résistance par la collaboration et la solidarité. Si chacun des 2400 lecteurs et lectrices de la *Revue* pouvait s'épanouir dans son coin de pays, les racines bien ancrées par une philosophie d'Hestia qui accorde de l'importance au foyer et à la famille, sans pour cela se renfermer à l'intérieur de murs dans une «sphère privée», quelle force incroyable ça pourrait être lorsque les murs du patriarcat s'écrouleront!

J. Estelle Reddin
Rédactrice

Empowerment and the Home Economist

Shawna Berenbaum

Recent literature from nursing, health, and other disciplines advocates strategies to empower individuals, groups, or the community. Although the word is intuitively appealing for home economists and other professionals, what does empowerment really mean? Is empowerment just another passing fad? Is it being oversold? Does it deliver what it promises? Given the considerable interest that the concept has generated, such questions are worthy of discussion and reflection by home economists.

What Empowerment Is Not

As an aid in understanding what empowerment is, it is helpful to explore what empowerment is not. Home economists can then better understand the difficulties and frustrations encountered while trying to apply the concept in various settings and circumstances. As Clifford (1992) suggests, it can help us "avoid being seduced by the myth of empowerment" (p. 1).

Empowerment is not a "thing" which can be added to a culture. It does not mean giving back to one group what was wrongly appropriated by another (Putman, 1992). It is also not just "essentially becoming not unempowered" (p. 6). Such an assumption means that empowered is the natural state of an individual which one attains when one recovers from unempowering experiences.

Tebbit (1993) suggests further that:

> Empowerment is not the relinquishing of rightful power inherent in a position. Nor is it delegation of authority or its commensurate responsibility, accountability, and autonomy. Empowerment is not solely a type of management or communication centering around employee participation. It is not a program or product that can be packaged or sold. And, lastly, empowerment is not a trainable technique or skill that can be used as a quick fix for problematic organizational issues or behaviors. (p. 18)

Defining Empowerment

Many workable definitions of empowerment exist. For example, *The Concise Oxford Dictionary* (1990) defines empower as 1) to authorize, license, and 2) to give power to; make able. *Webster's New World Dictionary of the American Language* (Guralnik, 1970), defines it as 1) to give power or authority to, authorize; 2) to give ability to, enable, permit. Synonyms for empower include to authorize, commission, entrust, license, and warrant. The suffix "ment" is defined as 1) a result or product; or 2) the act, fact, process, or art (Guralnik, 1970). Thus, "empowerment" is a noun defined as the result or process, of empowering.

Abstract

Recent literature from several disciplines advocates strategies to empower individuals, groups, or the community. Although the word is intuitively appealing, confusions about empowerment arise because the concept is frequently ill-defined and not well understood. This paper reviews the literature, especially from the fields of nursing and health, on issues surrounding empowerment and discusses its relevance to home economists. Empowerment has the potential to be a powerful concept, provided its possibilities and limitations are recognized and acknowledged.

Résumé

Les publications récentes dans divers domaines proposent des stratégies d'habilitation des personnes, des groupes et des collectivités. Bien que le terme soit accrocheur, il jette la confusion parce qu'il est souvent mal défini et mal compris. Dans cet article, l'auteure passe en revue les publications, en majeure partie dans les domaines des soins infirmiers et de la santé, qui traitent de questions connexes à l'habilitation, et elle se penche sur l'utilité du terme du point de vue des économistes familiales. Le terme d'habilitation peut véhiculer une idée-force, dans la mesure où l'on connaît et que l'on accepte son potentiel et ses limites.

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Empowerment is more complex and diverse than the dictionary definitions suggest. Hawks (1992) defines empowerment as "the interpersonal process of providing the resources, tools and environment to develop, build, and increase the ability and effectiveness of others to set and reach goals for individual and social ends" (p. 619). Simmons and Parsons (1983) describe empowerment as the process of enabling persons to master their environment and achieve self-determination. Grace (1991) uses empowerment to mean "the notion of people having power to take action, control, and enhance their own lives, and the process of enabling them to do so" (p. 330). And finally, Conger and Kanungo (1988) define empowerment as

> ...a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information. (p. 474)

Empowerment is difficult to define because it takes on different forms in different people and within different contexts. The context of people's lives is an important consideration (Wallerstein & Bernstein, 1988). Rappaport (1984) concludes that empowerment cannot be defined in a single way; it needs to be defined by the people concerned.

Empowerment is thus a multilevel (Rappaport, 1984), multidimensional (Kieffer, 1984) construct. Confusions about empowerment arise because the concept is frequently ill-defined and not well understood (Conger & Kanungo, 1988; Putman, 1992; Tebbit, 1993). Given empowerment's complexity, Kieffer (1984) suggests that a systems approach be used to study the concept.

Characteristics of the Empowerment Concept

In order to analyze the notion of empowerment, the root constructs of power and control from which the empowerment construct is derived must be considered (Conger & Kanungo, 1988). Empowerment can be viewed in two different ways: 1) as a relational construct, and 2) as a motivational construct. Empowerment viewed as a relational construct involves the sharing of power with subordinates or clients. This manner of treating the notion of empowerment is common. Often employee or client participation is simply equated with empowerment. However, employee, client, or community participation does not necessarily lead to empowerment (O'Neill, 1992).

Empowerment viewed as a motivational construct refers to an individual's power needs or the intrinsic need for self-determination. An individual's power needs are met when they perceive that they have power or when they believe they can adequately cope with events, situations, and/or the people they confront (Conger & Kanungo, 1988). On the other hand, an individual's power needs are hindered when they feel powerless or when they believe that they are unable to cope with the physical and social demands of the environment. The focus then becomes "enablement." Enabling implies motivating through enhancing personal efficacy. Conger and Kanungo (1988) recommend that empowerment be viewed as a motivational construct—meaning to enable rather than simply to delegate.

Labonte (1989a), however, cautions us that "we cannot 'empower' anyone; to presume so strips people of their capacity for choice" (p. 87). Groups and individuals can only empower themselves. Our role is to nurture and facilitate this process and remove obstacles. Empowerment is often referred to as providing opportunity and resources to build, develop, or increase the ability and effectiveness of others (Carlson-Catalano, 1992; Cerqueira, 1992; Chandler, 1991, 1992; Chavasse, 1992; Conger & Kanungo, 1988; Emener, 1991; Freire, 1970; Gibson, 1991; Labonte, 1989b; MacNeil, 1992; McMurray, 1991; McGraw, 1992; Wallerstein & Bernstein, 1988). In essence, empowerment is seen as facilitating and maximizing opportunities for individuals, groups and communities to have control and authority over their own lives or circumstances. It is viewed as helping individuals, groups, or communities assess their own needs and work to addressing those needs.

Antecedents to Empowerment

Certain antecedents are necessary if empowerment is to occur. A nurturing and caring environment is required (Hawks, 1992). Teachers and professionals who aspire to "empower" must provide an environment that includes trust, openness, honesty, genuineness, communication and interpersonal skills, acceptance of people as they are, mutual respect, value of others, courtesy, and shared vision (Hawks, 1992). They must allow choices among available tools and resources, and facilitate participation in decision-making and goal setting. The capacity for growth and self-determination needs to be respected (Haney, 1988).

A necessary precursor for empowerment is competence (Kramer & Schmalenberg, 1993). Competence is "not only knowing, but knowing what you know" (Kramer & Schmalenberg, 1993, p. 59). Nurses and other professionals, including home economists, who are competent are more likely to be empowered themselves (Chavasse, 1992). It is not possible to facilitate the empowerment of others if the self-confidence that stems from appropriate knowledge and expertise is lacking. Those who strive to empower need to surrender the need for control (Gibson, 1991). The attitude that the person who "empowers" knows best fosters a sense of dependency. One needs to value client participation and be prepared to accept that clients will make decisions that are different from what is decided for them (Labonte, 1989b).

Consequences and Limitations of Empowerment

Research has shown that the empowered patient may respond better to treatment (Chavasse, 1992) and that individuals and communities benefit from becoming empowered (Cerqueira, 1992; Labonte, 1989b; Ozer & Bandura, 1990; Trofino, 1989). On the other hand, there is evidence that dependency breeds dependency—the less people do, the less they become able to do (Chavasse, 1992), but the more people are encouraged and enabled to do, the more their abilities and self-reliance increase.

Other positive outcomes of attempts to enable empowerment of individuals, families, and communities include the following: a positive self-concept, personal satisfaction, self-efficacy, a sense of mastery, a sense of self-control, a sense of connectedness, self-development, a feeling of hope, social justice, and improved quality of life

(Dunst, Trivette, Davis, & Cornwell, 1988; Keifer, 1984; Labonte, 1989b; Wallerstein & Bernstein, 1988).

Labonte (1989a) outlines several possible problems with empowerment. First, it is vital that thought be given to the idea of "overempowerment." Can individuals, groups, and communities go too far when they are "empowered"? One of the dilemmas of health promotion is the idea of "healthism"—people prescribing or dictating what others must do when it comes to their health (Health Promotion, 1984). Second, community involvement in programs may not always strengthen the community. If community initiatives become bureaucratized, mere "tokenism" (participation without authority) may be the outcome. Third, some community groups and their supporters may undermine effective collaborations through a festering anti-professionalism. Fourth, decision-making at the local level is unlikely to be accompanied by substantial control over economic resources. It is crucial to recognize that most economic and social policy is national and transnational in nature. The government needs to set the stage for empowerment through laws and legislation, encourage organizations to reflect empowerment in their philosophies and policy and procedures, and provide educational opportunities to learn about and reflect on empowerment. Finally, as Labonte (1989a), commenting on the idea of self-help, another facet of empowerment, suggests, although self-help groups may be empowering, professional coordination and government support of self-help should not result in simply an increase in voluntarism.

Implications for Home Economists

Home economists are in unique positions to facilitate the empowerment of individuals, groups, and communities. However, they must understand the dynamics of empowerment and its possibilities and limitations. Communities, groups, and individuals may be told that they are empowered, but unless they themselves feel empowered, they are not really empowered.

Home economists, like nurses and other professionals, need to have a level of competence beyond that needed for mere technical competence (Kramer & Schmalenberg, 1993). Macher (1988) suggests that three other characteristics, beyond technical competence, stand out: 1) a sense of meaning about work; 2) the ability to exert power and influence and to make a difference when it matters, and 3) the ability to work in good faith with others. Continuing professional education activities and programs may assist home economists in maintaining and building both technical and higher order competence.

Home economists need to develop those leadership behaviours and skills considered important for enabling the empowerment of others. These include building trust, using feedback, teaching, coaching, role modelling, communication skills, goal setting, and positivity (Gunden & Crissman, 1992). In addition to having high level skills and abilities, home economists must have the philosophy of helping commensurate with the philosophy of client-empowerment, i.e. the mind-set of empowerment (Emener, 1991). Home economists must also understand that there is no quick and easy formula for empowering individuals, groups, or communities. Numerous ideas and strategies have been proposed by Conger & Kanungo (1988), Gunden & Grissman (1992), MacNeil (1992), and Tebbit (1993), among others. Underlying each of these strategies is the idea of change. Empowerment requires change. It calls for a different set of principles, values, actions, and processes. Changes are required in orientation and focus, in roles, in ways of operating, and in the locus of power and control.

Conclusion

Empowerment appears to be a powerful concept, but is in danger of being considered just another buzzword or passing fad. There is also the danger that only lip service will be given to the concept. Such actions will not empower home economists to work towards empowering others. In addition, many may not know how to proceed to encourage the empowerment of individuals, groups, and communities.

Empowerment is not a panacea. It has the potential to be a powerful concept, yet it is often interpreted wrongly or things are done in the name of empowerment that do not support empowering actions. Given the complexity of the concept, is empowerment worth the challenging effort involved? Many think so. Further studies and research elucidating its possibilities and its effectiveness at all levels is needed.

The antecedents and necessary conditions for empowerment call for a new way of thinking among all stakeholders. Such a shift will not be easy, but unless all stakeholders are considered equal partners, individuals, home economists and other professionals, and communities will not be empowered. ❦

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Canadian Home Economics Association

Home Economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing, and aesthetics. Home Economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Code of Ethics

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practise home economics to the best of my abilities, and to:

1. Uphold the mission of home economics to enhance the quality of daily life for individuals and families.
2. Support the Association and further its aims.
3. Discharge my professional duties with integrity.
4. Strive to provide the best service available and only that service for which qualifications are possessed.
5. Inform the public and employer of possible consequences of services, products, and policies which may impact the well-being of individuals and families.
6. Strive to make judgments and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7. Strive to protect the public in the event of unethical or incompetent behaviour of colleagues and fellow family professionals.
8. Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9. Maintain high standards of professional practice through continuing education, critique and reflection of professional experience, and participation in dialogue with the professional community.
10. Reflect critically on optimum conditions for human health and well-being.
11. Conduct myself at all times so that no dishonor befalls individual members or the profession.

Traditional Woven Textiles of India: The Faded Glory of the Kinkhabs of Gujarat

Sunanda Phadke and Rashmi Kacker

The traditional textiles of India have had a tremendous impact on the people of the world. They have been important commercially and studied in scholarly circles. Mehta (1960) remarked that India was perhaps the first to have perfected the art of weaving and her gossamer-fine muslins and sumptuous brocades of gold are probably older than the code of Manu (p. 95).

Historical Perspective

Tracing the history of Indian textiles, Bhavnani (1982) states,

> [W]hile glancing at the tapestry of Indian designs and craftmanship we find a fascinating picture —a picture that has grown out of the aesthetic, philosophical and social aspects of the traditional way of life through the centuries. In fact the traditions of many crafts in our country can trace their origin back almost to about 5000 years ago, to the ancient Indus Valley and Mohenjo-daro civilization and they have been created and developed through the ages against a background which is richly woven with the synthesis of many cultures, myths and imagery of sign and symbol. (p. 19)

India's traditional woven textiles are made from different materials using a variety of techniques and processes. Each region in India has its own distinctive style, technique, and design. These reflect distinct cultures which have been influenced not only by geographical and social conditions but also by various migrating ethnic groups who have been coming into India by land and sea from all over the world.

Gujarat, a state of India situated in the northwest (see Maps 1, 2) has a glorious history of a wide variety of textiles. Gujarat stretches into a dry desert and then into lush green plains and has a long coastline along the Arabian Sea. These geographically diverse features are reflected in the lives and psyche of its people. Its fabrics are full of design and pattern ingrained so beautifully into the cloth by weaving or on the fabric by dyeing and printing. The traditional *Patolas* (tie-dyed woven fabrics), brocades, *Kinkhabs*, *mashrus*, shawls, and blankets are all part of its deep aesthetic culture developed by many castes, tribes, and, folk families, such as the Gujars, Yadavas, Kathis, and Makaravis. The *Vankars* (the weaving community) have carried their art through the ages from one family member to the next. Gujarat is famous not only for its traditional fabrics but is in fact one of the most important centres of textile manufacture and trade in the power-loom sector.

Today the traditional weaving of Gujarat, like all traditional crafts, has suffered a setback. There were several important traditional weaving centres

Abstract

"Kinkhabs" is the Indian name for brocades which were made of pure silk, gold, and silver yarns. Kinkhab weavers once enjoyed royal patronage as the fabric was used for coats and jackets for royal patrons. Today these fabrics are made of synthetic yarns with artificial gold and silver threads and the fabric is bought mostly by the tribals of Saurashtra for their blouses. The extra weft technique is used and weaving is carried out on throw-shuttle pit looms with jacquard attachment. Popular motifs are coins, cinnamon, dots, crown, pot, mango, peacock, lotus leaf, etc. Colours used are red, purple, green, blue, and yellow.

Kinkhabs weaving is a household craft. Nardipore and Gojaria in the Mehasana district of the state of Gujarat are important weaving centres but today there are only nine households weaving this fabric. If the present trend is allowed to continue, extinction of the traditional craft of Kinkhab weaving will be an inevitable outcome.

Résumé

Les kinkhabs *sont des brocarts venant de l'Inde, façonnés en soie et dont le décor est fait de fils d'or et d'argent. Les tisserands de* kinkhabs *jouissaient autrefois de la protection royale, puisque ce tissu servait à la confection des manteaux et vestes pour les membres de la famille royale. De nos jours, ces tissus sont fabriqués à partir de matériaux synthétiques, avec des fils d'or et d'argent artificiels, et sont achetés principalement par les tribus de* Saurashtra *pour la confection de leurs blouses. On fait appel à une technique spéciale (trame supplémentaire) et on se sert d'un métier à creux et à navette volante, doté d'une mécanique Jacquard. Les motifs les plus populaires sont les pièces de monnaie, pois, couronne, pots, mangues, paon, feuilles de lotus, etc. Comme couleurs, on utilise les rouge, pourpre, vert, bleu et jaune.*

Le tissage des kinkhabs *est un métier de famille. Nardipore et Gojaria, du district de Mehasana dans l'état de Gujarat, demeurent des grands centres de tissage, mais seulement neuf familles continuent actuellement à tisser ces brocarts. Si la tendance actuelle se prolonge, on assistera inévitablement à la disparition du tissage des* kinkhabs.

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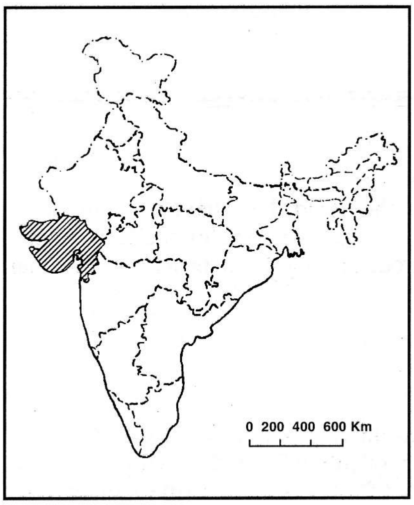
in Gujarat including Surat, Ahmedabad, Jamnagar, Ridrol, and Upera. Although the city of Banaras has now become the home of silk brocade fabrics, history and evidence tell us that Gujarat was the real home.

Map 1 - Location of Gujarat State in India



Indian Brocades

"Kinkhab" is the Indian name for brocades. It means "fabric of dreams." Kinkhabs have always been associated with grandeur and royalty, as the fabrics were woven from rich silk, gold, and silver yarns (with intricate and elaborate designs) by weavers who enjoyed royal patronage.

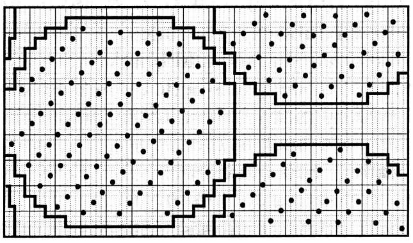
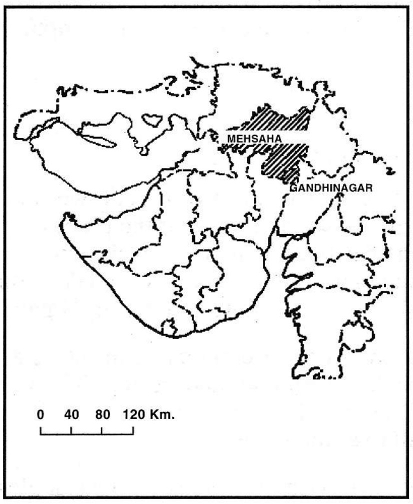


Fig.1 - Pavali

According to Nisbet (1985), today the term "brocade" is commonly employed as a generic term comprising virtually all varieties of woven fabrics— cotton or woollen— wherein ornamentation is done by the "brocading technique" (p. 92). Mohanty (1984) describes the technique as ornamentation brought about by the *nakshas* method, using an extra weft thread to interlace the warp threads while the main weft thread interlaces with the warp threads to form the main or ground fabric. The extra weft thread or brocading threads may be limited to the width of the area where it is required or it may be used as pattern weft from one selvedge to the other. When satin weave is used as the ground weave, very often extra figuring threads are interlaced with the ground threads where, instead of being used for the figure, they are allowed to float at the back of the cloth (p. 1).

Hooper (1949) describes the technique of ornamentation or inlay brocading wherein, along with the insertion of an ordinary weft, a rich weft thread of gold or silver is inserted to form spots or other shapes on the ground. Sometimes small spools are used for the extra weft to form the design (p. 148).

Map 2 - Area of Kinkhab Weaving in Gujarat



Mehta (1960) classified the Kinkhabs as follows: (1) pure "cloth of gold" or "cloth of silver"; (2) true Kinkhabs with greater part in gold and silver and a little silk here and there for emphasis or design for furnishings; (3) *baftas* or *potthans*— greater part of silk and selected parts in gold or silver; (4) silk gauzes — fine silken, gold and silver fabrics called *abrawans* (p. 68).

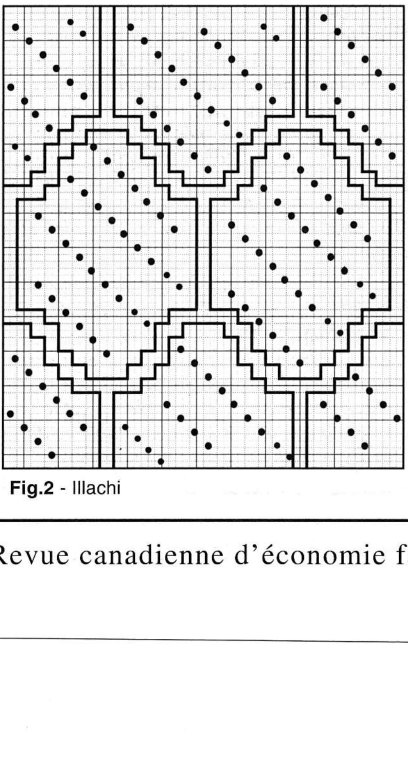


Fig.2 - Illachi

Present Status of Kinkhab

Although the terms "Kinkhabs" and "brocades" were synonymous with each other, today a distinction is made between the two. Brocades are those fabrics that are made of pure or artificial silk, gold, and silver yarns. The material is used for sarees, referred to as *Ahmedavadi* sarees, *Paithani* sarees, or *Asawali* sarees. Sometimes they are also spoken of as *Banaras* sarees from Ahmedabad. Kinkhabs, on the other hand, are associated with fabrics made usually of artificial silk or synthetic yarn with gold and silver thread. The fabric is thick and narrow with a width of about 26 inches and is suitable as a dress material or for jackets, blouses, skirts, etc. Kinkhab weaving is carried on in two villages in the Mehasana district of Gujarat— Nardipore and Gojaria.

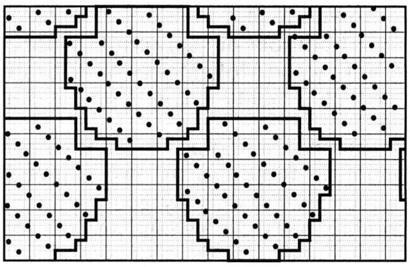


Fig.3 - Buti

Tools and Technique

Kinkhabs are woven using the *Fekwa* technique, i.e., the extra weft yarn makes the design traditionally from selvedge to selvedge. The *naksha* technique was used at one time. For this, a child was made to sit at the top of the loom and raise the warp yarns with the help of a wooden fork-like instrument called *Ubanu* to form the shed. Now the jacquard mechanism has replaced the naksha system, reducing the number of people required to operate the loom.

Looms used are still the throw shuttle pit looms. All the pre-weaving processes like winding and warping are done by simple tools like the *charkha* (wheel) bobbin, warp beam, etc. There is not much change from the original tools used except for the introduction of the jacquard mechanism and its punch cards.

Change is noticed in the type of yarns used. They are now nylon, instead of pure silk, and tested *zari*, i.e., artificial gold or silver yarns. Dyes used are chemical dyes, as the yarns are synthetic, but dyeing is not done by the weavers.

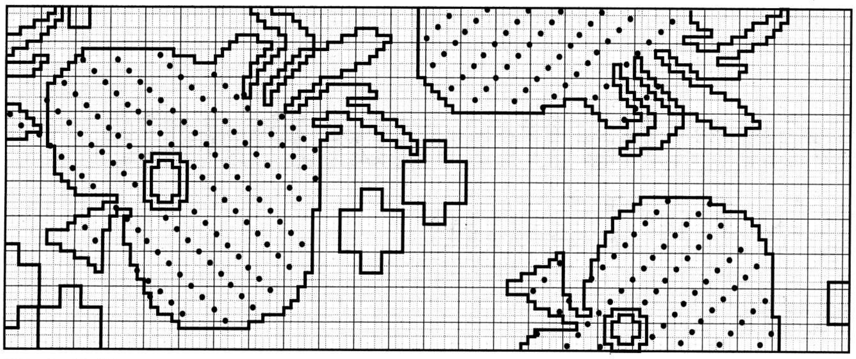


Fig. 4 - Kalki

Designs and Colours

Although many traditional designs are still being used, there is an obvious intermingling of contemporary designs, motifs, and colours. The most popular designs are *Pavali* or *Asharfi* (medium-sized circular coin motif, Fig. 1) with silver design yarn in twill weave and ground in satin weave; *Illachi* (cinnamon) also in twill weave with extra weft (Fig. 2); *Buti* (dot) design, single extra weft in twill weave and ground in satin weave (Fig. 3); *Kalki* (crown), single extra weft in twill weave and ground in satin weave (Fig. 4); *Mehandi* (a plant), with extra weft in 2-ply satin weave and ground also in satin weave (Fig. 5); and *Kalash* (pot) (Fig. 6).

Other motifs are *Kari* (mango), *Thumadi* (pot), *Moor* (peacock), *Ika* (ace), *Kamal Patha* (lotus leaf). These are some of the popular traditional motifs, but if any other design is ordered, the weavers can easily adapt and produce it. Colours popularly used are red, purple, green, blue, and yellow.

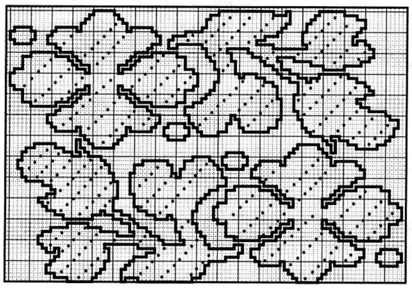


Fig. 5 - Mehandi

Social and Economic Aspects

Kinkhab weaving is even today a household craft in Gujarat but the number of households involved has been reduced to only nine. Traders from cities like Ahmedabad and Surat dominate the scene and control the lives of the weavers. They help poor weavers by providing capital to set up looms in their houses. They also supply the yarn and give design specifications. In a month, a weaver who is able to weave 25 meters of Kinkhab material of 26-inch width gets Rs. 35 per meter or Rs. 750 per month. It is mostly the men who do the weaving while the rest of the family members help in the winding and warping process.

After a month the traders come and collect the finished products from the homes of the weavers in the villages and make the payment. The fabric is then polished in the cities, calendered, and sold to other traders who go to Saurashtra to sell their products to the Rabari tribes, who use this material for their *Cholies* (blouses). In ancient times these fabrics were so grand that royalty used them for coats and jackets. Today their use is limited to the tribals. The trader sells the material for Rs. 100 per meter. His costs, i.e., the yarn and other expenses like wages, are about Rs. 50 per meter.

Most of the weavers today have acquired the craft, i.e., they are not weavers by birth. Because of poverty and lack of training facilities for other crafts and also because weaving seemed very remunerative, children of labourers or agricultural workers were sent to weavers' families as helpers and to learn the craft. This training at an early age has helped them set up looms in their own homes. But they are not earning as much as they had hoped. The standard of living has become so high and needs and values have changed so drastically that a craft which was at one time sufficient not only to sustain large families but also to live comfortably is barely able to give a hand-to-mouth existence to the weavers of present times.

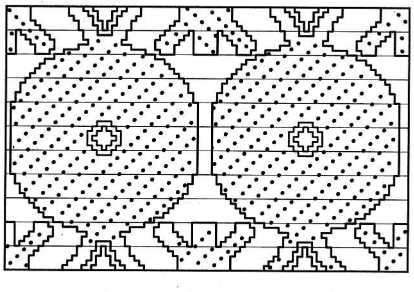


Fig. 6 - Kalash

Conclusion

Kinkhabs were given poetic names like "ripples of silver" (*Mazchor*), "sunshine and shade" (*Dhoop chau*), "nightingale's eyes," and "peacock's neck." Today these fabrics in their original form can be seen only in museums and read about in books. The fabrics that are woven today are mere manifestations of the original.

Changes are inevitable, yet it is important to see that these changes do not take place at the expense of the traditional craft of weaving. It has been rightly emphasised that craft and craftsmen are the backbone of rural economy. They generate employment with minimum capital, using indigenously available resources and utilizing the ingenuity of the craftspersons themselves, thereby giving vent to artistic and native talent. Hence for the economic growth of a country like India whose richness of culture lies in its traditional crafts, it is vital to preserve and promote them. Yet, if the trend as it is today is allowed to continue, extinction of our traditional woven crafts will be an inevitable outcome.❦

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Reconceptualizing the Private/Public Spheres: A Basis for Home Economics Theory

Patricia J. Thompson

Over the past decade, home economists worldwide have worked under incredible pressures to maintain their discipline. This is not a local but an international phenomenon. I propose that this situation stems from structural problems in our society as a whole and not from intrinsic defects in the field of home economics itself. Theory can help home economists and others gain fresh insight into the perennial predicaments related to definition and identity that plague home economics. Badir (1988) believes it is time for home economics to rid itself of the male, scientific orientation to issues and introduce its adherents to feminist ways of knowing (p. 16).

In my theoretical work, I have tried to bring home economics and feminism into dialogical relation (Thompson, 1992). Feminist theory has helped me to see that my choice to be in a field that centered on Woman and the private sphere rather than on Man and the public sphere has had unexpected consequences. I would not have believed that an entire field of study would be subjected to gender bias to the extent that home economics has been.

Without some theoretical foundation on which to examine this predicament, to claim our right to continued existence, we will be arguing our case in a patriarchal vocabulary that does not explain who and what we are and why we are different from fields of study largely created by men. Those fields are characterized by standpoints that stem from an androcentric perspective which is generalized as though it were a neutral expression of human experience.

As Australian feminist Dale Spender (1980) says, "By taking themselves as the norm, men have constructed a body of knowledge in which their own image is continually enhanced and strengthened (with predictable consequences to women)" (p. 67). And Badir (1988) notes: "Men became the arbiters of what should be taught and why and they were the developers of the knowledge of what was to be interpreted" (p. 7).

Feminists count women's "invisibility" a major gender issue. Badir believes that by calling attention to the invisibility forced on women, feminism has provided a whole new place for home economics (p. 15). It remains for home economists to theorize the invisible world and work of women in the private sphere as well as men have theorized the visible world and work of men in the public sphere.

Note

Revised version of a paper presented at the Third International Household Resource Management Symposium at the University of Helsinki, 1994, and published in Strength of the Families in the Early 2000's, Joanna Leskinen and Nina Huusela (eds.)

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Résumé

Les économistes familiales appuient fortement l'écosystème familial et, ce faisant, se retrouvent parfois dans une situation anormale par rapport au courant féministe lorsqu'on qualifie leurs propos de «traditionalistes» ou de «réactionnaires». Par contre, les économistes familiales peuvent tirer profit des points de vue féministes. En effet, un des points contre lequel s'élève le féminisme, c'est justement l'«invisibilité» des femmes. Le patriarcat permet aux hommes non seulement d'exprimer leurs points de vue, mais de les présenter comme vision du monde ou paradigme universel; les autres points de vue sont alors ignorés, parce qu'ils ne «cadrent» pas avec les paradigmes patriarcaux. Ces omissions soulèvent alors un défi de taille lorsqu'il s'agit d'interpréter l'expérience des femmes. Pour sa part, l'économie familiale est axée sur les femmes et respecte leur expérience du monde.

L'auteure s'appuie sur un paradigme Hestia/Hermès pour conceptualiser de nouveaux aspects de ce modèle à «deux sphères», et ce afin de mettre en contraste la vie domestique et la vie publique et de les intégrer dans un système unique qui ne représente pas uniquement le point de vue patriarcal. La théorie des systèmes et le constructivisme social sont deux méthodes théoriques adoptées par l'économie familiale. Les êtres humains vivent dans deux sphères d'activités humaines coexistantes et codépendantes, soit la sphère de la «vie privée» et celle de la «vie publique», toutes deux fruits de l'imagination et de la volonté humaines. La sphère domestique, fondée sur les sentiments d'amour, de bienveillance et de communication, coexiste et interagit avec la sphère publique (de «polis», la cité sous la protection du dieu Hermès), elle-même fondée sur le besoin d'exercer du pouvoir et du contrôle en vue du maintien de l'ordre public. Dans le domaine d'Hermès, les politiques créées exercent une influence profonde sur les familles, les femmes, les enfants et les hommes. Ce domaine a éclipsé celui de Hestia. Le fait de remplacer les paradigmes patriarcaux par le paradigme Hestia/Hermès permet aux économistes familiales d'utiliser un vocabulaire neutre (sans discrimination sexuelle); cela leur permet de voir la famille et l'état comme deux systèmes délimités, autonomes, et en interaction, d'interpréter les résultats de recherches effectuées dans les deux domaines, privé et public, et de traiter de problèmes d'équité.

Home Economics, Feminism, and the Prison of Patriarchal Paradigms

When home economics was "born" at the turn of the 20th century, it was "midwifed" by a group of exceptionally well-educated women and well-intentioned men who saw that something was being left out of the human picture. Education was needed to help families in the modern world achieve a standard of living that would allow them to realize their full potential and survive without losing their innate dignity and value as human beings. Far from promoting the continued oppression of women, home economists worked to emancipate them (through science, technology, and education) from the burdensome tasks of daily life that can become oppressive.

Many recognize the useful "end products" of home economics (food, clothing, shelter, child care, etc.) without asking what principles underlie home economists' praxis. This is a philosophical and theoretical dilemma that, I would argue, has come about as a consequence of patriarchy. By "patriarchy" I mean the collective, unchallenged privilege that all males enjoy at the expense of all females. The term "patriarchy" does not refer to the private, personal arrangements entered into by individual women and individual men. It describes, instead, those behaviours that collude in preserving collective male advantage to the collective disadvantage of females. Females also collude in perpetuating male privilege.

As noted by Mitrano, "...Patriarchy... came to mean...a mind-set, a world view, a perspective through which all reality was (and is) viewed" (1981, p. 5). Patriarchy allows males the privilege of advancing a partial perspective—the male perspective—and claiming it as a universal "world view," or paradigm. Thus men become the reality-definers of all human experience. In an evocative essay, Martel and Peterat (1983) compare using patriarchal language to playing cards, saying, "You know that when you draw a Queen, the King will always be bigger and better, and the card value is always in comparison to the might of patriarchy" (p. 4). By privileging the male standpoint, patriarchy is unable to offer a full explanation of human experience that includes women's experience in the private domain in addition to men's experience in the public domain.

The creation of home economics as an academic discipline codified a perspective on social reality that places women at the center of inquiry and respects their experience of the world. This unique standpoint was articulated by the founders of home economics at the Lake Placid Conferences (1899-1909). In 1904, Sarah Arnold, Dean of Simmons College in Boston, called Home Economics "a new discipline of knowledge" by which she meant a discipline distinct from the disciplines of knowledge previously named by patriarchal reality-definers.

Like other female academics, many of whom were "firsts" in male-only departments, home economists experienced conflict between wanting to do work that was challenging and meaningful to them and wanting to be seen as legitimate by patriarchal standards (Badir, 1988, p. 7). The history of home economics is not *per se* the history of women, or the history of women's education, or even a history of "the family." It is an integrative discourse that entwines the history, science, sociology, philosophy, psychology, and ecology of everyday life from the standpoint of those in the household/family unit, a psycho-social unit called by some "women's lifeworld."

It was not at first apparent, even to those in the field itself, that home economics challenged patriarchal paradigms as it sought to make everyday activities in the family ecosystem meaningful for women in their lifeworld—namely the household and the family.

Home Economics: A Matter of Standpoint

Important for home economics theory is the view of Canadian feminist sociologist Dorothy E. Smith (1987) who identifies as "extra-patriarchal" the standpoint created when women are excluded and stand outside the relevance structures and belief systems of patriarchy. Home economics (like other "women's fields" such as elementary education, nursing, and social work) occupies this extra-patriarchal space. Much of its research, theory, and practice reflects the angle of vision that stems from this "outsider's" position. This fact is forgotten when women in home economics seek to legitimate their praxis with theory drawn from patriarchal sources. Home economists need endogamous (from the inside) theory as much as they need exogamous (drawn "from outside") theory . Pro-active theory construction within home economics is a necessary precondition for explaining the discipline from "the inside" so it can be understood by "outsiders" (Thompson, 1989).

As advocates for the family ecosystem, home economists have found themselves in an anomalous relation to mainstream feminism. They are at a relative disadvantage when their concerns are labeled "traditionalist" or "reactionary." But they are at an advantage when knowledge is needed concerning family well-being: nutrition, child development and care, intra- and extra-familial relationships, shelter, and consumer-environmental issues. Home economists can take feminism beyond gender into a comprehensive reformulation of education that includes the knowledge essential for both a satisfying private life and a responsible public life for both men and women. Home economics is a knowledge system, not a system for the perpetuation of traditional gender roles (Thompson, 1984).

What Counts as Knowledge

I think many of the negative responses to home economics on the part of so many early feminist scholars is a case of category confusion which occurred when they were confronted with anomalous data—data that was anomalous because it did not "fit" into a preconceived patriarchal paradigm which they did not see the need to challenge. The encounter with anomalous data is paradoxical for feminists. Do we accept patriarchal paradigms like the bed of Procrustes and tailor our ideas to "fit"? Do we discard anomalous examples that fail to meet the criteria of patriarchal paradigms and masculist conceptual categories?

What is being left out of the human story even as we speak and write by those who classify knowledge according to preconceived patriarchal paradigms and organizational assumptions? Is an example anomalous because it represents a different order of reality, extra-patriarchal experience, for example, or the collective voices of marginalized women and men retrieved through noncanonical texts such as personal narratives, i.e. empirical observations and tacit knowledge from within an alternative perspective?

Anomalous data represented a serious challenge in the reconceptualization of the disciplines and in the interpretation of Woman's experience— past and present. What are the consequences for a society that ignores or minimizes households/families as a site of knowledge production, distribution, and utilization?

Paradigms and Praxis

Kuhn (1960) offered a solution to the problem of anomalous examples by suggesting that, when a sufficient number of such examples accumulate, we need to think about and question our prevailing paradigms and adopt new ones when necessary. On the one hand, a new paradigm shifts our frame of reference, our frame of intelligibility. It shakes the solid ground of our prior understanding and leaves us uncertain for a time. Ambivalence and ambiguity enter where once conviction and certainty prevailed. A new paradigm challenges an entire range of assumptions that once provided the "glue" that holds our belief system and our knowledge system together. Such a paradigm shift can be threatening to the status quo. It is an unsettling process. On the other hand, a new paradigm can help us make sense of what was previously incongruent and anomalous. It can reduce ambivalence and ambiguity. It can free us of false consciousness and empower us. It can reassure us of our sanity by allowing reality to prevail over appearance.

Systems Thinking and The Social Construction of Home Economics

Two theoretical perspectives provide the basis for the theory and the paradigm I propose. Systems and constructivist approaches undergird and inform my theorizing about home economics. The systems approach and the social constructivist approaches are, I believe, implicit but unarticulated in the collective thinking of early and later home economists who emphasized praxis rather than theory. Much that has gone on among home economists as an intuitive understanding of everyday life now needs to be formally articulated.

First, systems theory allows us to break out of a linear, cause-effect mode of thinking and adopt a holistic view that looks for relationships and interdependencies among phenomena. An engineering concept, systems thinking affords a way to conceptualize system goals, system boundaries, systems interfaces, and system activities (i.e. input, throughput, output, and feedback loops) in non-judgmental, non-patriarchal terms. We need such language to help us move away from the gender implications of most discussions of the private/public spheres. Systems concepts expand our thinking to the ecological and ecosystems frameworks that have informed home economics over the past twenty-five years.

A second theoretical development is Berger and Luckmann's (1967) approach to the social construction of reality. We must recognize that (theoretically and practically) human beings live in two systems of action at the same time. One system has been designated the "private" sphere while the other system has been designated the "public" sphere. However, the two can be conceptualized as co-existing, co-dependent systems of human action. They are both socially constructed products of human will and imagination. Women and men built them together. However, worldwide and cross-culturally, women have the greatest influence in the so-called private sphere and men have the greatest influence in the so-called public sphere. While the particulars differ with a people's resource base, history, and culture, I believe the general schema is universally true, a product of our common humanity.

One system, the "private sphere," emphasizes the private world goals of sustenance and nurturance in domestic units. Its activities are ordered (managed) to meet the everyday needs of individuals and families, however a kinship group is defined. Essential needs (for example, food, clothing, shelter, and child and elder care) remain, even as societies move from agrarian self-sufficiency to industrial and post-industrial productivity. Home economists have taken the important step of defining domestic units as family ecosystems, as "life support systems" for families (Bubolz and Sontag, 1988; Bubolz, 1988).

The other system emphasizes the public world goal of governance. Its goal is both to maintain public order and to monitor the production, acquisition, and distribution of resources through political and economic systems. Its activities are ordered (managed) to meet the specific needs of state and government systems, however territoriality and citizenship are defined. As governments change, their relationship to domestic units becomes problematic and undermines the strengths of families individually and collectively.

These two systems interface and transactions (inputs/throughputs) occur across their boundaries. They are further connected by infinite numbers of complex feedback loops. Their interrelationships, interconnections, and interdependencies are dynamic, in constant flux. The two systems of human action never cease their interactions.

It is possible to reconceptualize aspects of the "two spheres" model so as to contrast domestic life with public life and integrate both in a systems model that does not reflect a patriarchal world view. The familiar "two spheres" model in which one sphere is valued and the other sphere is devalued forces an either/or choice on many women and men. We need a theoretical perspective that goes beyond gender to make activity in both domains equally respected and recognized as equally valuable for society. These differences must also be explained in terms of conceptual and disciplinary frameworks. The activities that take place in these two spatially differentiated domains are often so taken-for-granted that we scarcely stop to theorize the systematic relationships between the two domains that could inform a more enlightened praxis. Home economics needs a theoretical perspective that allows us to examine critically the external systems of action that influence the way in which social goals are formulated and implemented in a patriarchal society.

Home Economics: The Ecology of Everyday Life

The "private sphere" discussed in much feminist and nonfeminist writing is the same unit first identified in ancient Greece as the *oikos*, i.e., the household. This etymological root provides—in English—the modern words household "economy,""ecology," "economics," and "ecosystem." If we conceptualize the family as an ecosystem, we may expand our view in one of two ways: Either we see the Household/Family as a subsystem of a larger social system, which is the way it has been dealt with in patriarchal writing, i.e., as "the smallest unit of society," or alternatively, the Household/Family may be conceptualized as an independently existing ("extra-patriarchal") system that interacts with other systems, i.e. the planetary ecosystem as well as other socially-constructed systems such as the political system, the economic system, the cultural system, etc.

Home economics considers the Household/Family as a habitat that supports the essential life activities of a human group and that must be viewed in ecological perspective. Home economists recognize space as an important resource and deal with it at both the conscious and unconscious levels in their study of interpersonal relationships and the design of human environments. We need a language in which to communicate our unique perspective on this intangible resource that so profoundly affects our lives.

Domestic Space: The Hestian System of Action

In the *Politics*, Aristotle uses the term *oikos* to mean the space of the household, the natural, human, material, and constructed resource base necessary to maintain it, the shelter, the adjacent farmlands, as well as the structures used to shelter livestock. The central space of the oikos in Homeric and classical Greece was the hearth, called the *hestia*, which was under the protection of Hestia, the "first" goddess of the ancient Greek world. The name of the hearth and the name of the goddess were the same. Hestia's influence on the ecology of everyday life was pervasive. She defined what came to be known as "domestic space."

The Annales social scientists used the terms Hestian/Hermean to represent private/public space (Braudel, 1981). I have simply elaborated this spaciality from a feminist perspective. Thus we can state that "Hestian" space provides the setting in which families build and maintain systems of action based on feelings of love, care, and connection that lead to maturing in individual self-formation as well as promoting the self-actualization of the domestic unit. Because of Hestia's dominant presence at the site of "hearth and home," I call the domain of human action in which household, family, and home coexist the "Hestian domain." The systems of action that support it are Hestian, too. The Hestian system is constructed by human response to the daily demands for sustenance and nurturance made on the human species by physical and psychological necessity. These "primal" needs are met at many levels—physical, social, and spiritual. The work involved in meeting them is "Hestian" work, not "housework" or "women's work," since it is as concerned with people as it is with place or gender.

Political Space: The Hermean System of Action

By contrast with the oikos, the spatial domain external to the household in ancient Greece was called the *polis*, or city-state. The god Hermes was the protector of public space, bridges, and communication. For this reason I call the sphere of action that operates in public space the "Hermean domain." Hermean work consists of the tasks and skills necessary to maintain the institutions (including marriage) that support the power base of the polis. The Hermean domain is maintained through systems of action based on the need to exercise power and control in the maintenance of "public order." Over time, the Hermean system of the polis grew in power and gained control over the resources and institutions essential for the performance of survival-oriented Hestian work. The political economy has overshadowed the domestic economy. The Hermean sphere supports bureaucratic systems of action that maintain the State where policies are enacted that impact on families, women, children, and men.

The Hestian/Hermean "Division of Labour"

Under patriarchy, Hermean work so dominates our value system that it overshadows and diminishes the significance of Hestian work which requires not only creative intelligence and technical skill but also secure space in which to perform it. After years of neglect of the Hestian domain, Hestian matters become crucial issues in the Hermean domain when they reach crisis proportions as problems of hunger, homelessness, substance abuse, family dissolution, civic unrest, and war.

There is today, as never before, a critical tension between the interests of families collectively and the interests of governments collectively. Too often, war has been the deciding factor in such contested interests. Now, with the social fabric torn by war in many places, a theoretical perspective that brings these issues into a common frame of reference is essential. Insofar as governments are concerned about maintaining their power and status in a "family of nations," they are becoming overburdened by the problems of people who no longer have the human and material resources necessary to maintain self-sufficiency in the family ecosystem.

A consistent, coherent paradigm that provides a standard of comparison for both the private and public spheres can explain tensions, conflicts, and contradictions between the two. The Hestian/Hermean paradigm allows us to express the idea that actions taken in both systems of human action influence the overall quality of everyday life—including food and nutrition, textiles and clothing, shelter and home furnishings, lifelong human development, child care, family relationships, and health. It offers a frame of reference and a language with which to describe processes that have been rendered inaudible and invisible under patriarchy. The model does not subordinate one sphere to the other, and it does not depend on adjectives such as "feminine" and "masculine" to convey complex ideas related to the household, family, and home.

If the improvement of the condition of women worldwide is indeed a goal of "true feminists," they cannot ignore or minimalize home economists who endeavour to meet this goal on a global scale. Doris Badir, past-president of the International Federation of Home Economics, summarized the efforts of home economists in developing countries:

> One finds home economists working with women at grass-roots level on projects which bring clean water to villages, literacy training to women and children and which assist women through the development of simple technologies to reduce the burdens of food gathering and preparation. (1988, p. 15)

Badir is describing efforts in the Hestian domain that are essential for human survival in an increasingly complex world in which Hermean systems are consistently privileged over Hestian systems. We need to achieve equity for home economists as they engage in work both theoretical and practical to support the mission of their field.

Home Economics and the Hestian Imperative

The Hestian/Hermean paradigm (as a replacement for patriarchal paradigms) provides us with a nongendered vocabulary with which to address equity issues and to interpret research findings in both the private and the public domains. It allows us to look at the Family/State as boundaried, self-regulating systems in interaction. Most importantly, the Hestian/Hermean paradigm offers us a way to explore and explain the complex interrelationships among phenomena, institutions, and individuals of both sexes in both domains in terms of inputs, outputs, throughputs, and feedback loops. Our extra-patriarchal perspective goes beyond gender and enables us to see interrelationships, interdependencies, and interconnections between the private/public spheres.

Can the principles of feminism, namely, affirming the value of women, advocating caring relationships and roles for both sexes, and recognizing the importance of environmental quality for everyday life, be included in a single, overarching feminist framework? Yes, if we reconceptualize the private/public domains in ways that transcend the stereotypical view of the "two spheres" gendered "female" and "male" (with the domestic being feminine and the civic being masculine). No, if we continue to perpetuate androcentric categories and classifications of knowledge as if they were gender neutral.

The time has come to re-vision the private/domestic domain as one that is necessary if we are to keep two socially constructed systems of human action in dynamic equilibrium. By failing to recognize both Woman and the oikos as examples of "anomalous data" that challenge the master narrative, both feminists and masculists have practiced a politics of exclusion. The Hestian/Hermean paradigm provides an explanatory model that allows us to compare and contrast everyday human needs and activities on the basis of the private/public spheres rather than on the basis of gender. Both spheres are sites for the construction, production, dissemination, and utilization of knowledge(s) in ways that sometimes contest and sometimes complement each other. So long as we must make an either/or choice between the value of the Hestian and the Hermean domains, we cannot reach a fully human future.

By adopting the Hestian/Hermean paradigm as a theoretical perspective, home economics can continue to contribute much to an improved quality of life in a gender-equitable society, but it must develop endogamic theory and use it to communicate its unique standpoint and mission to its critics and detractors (both female and male) outside the field.❦

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Implementing CHEA's International Development Program Strategic Orientations (1993-1998): Issues of Concern

Lila Engberg

Strategies to support learning and action are urgently needed if we are to take seriously the stated mission and vision for the Canadian Home EconomicsAssociation's International Development (CHEA-ID) programs. The mission is two-fold. It is: "(1) to strengthen home economics associations and professional practice in the developing world and in Canada, using a collaborative, feminist, and grass-roots approach; and (2) to enable home economists both in developing countries and in Canada to promote sustainable development based on justice and popular participation" (CHEA, 1994). Such a mission cannot be implemented abroad without first questioning what we do, how we work, and for whose benefit in Canada. Issues of concern have come to my attention as a result of participating in recent workshops with volunteers who are involved in the CHEA partnership with the Home Economics Association for Africa and in reviews of proposals submitted to CHEA-ID's Project Review Committee. This paper challenges all CHEA members to consider the stated mission and a global perspective. It raises questions which need discussion both here in Canada and abroad.

Collaboration and a Feminist Approach

Stated as the first Goal and implicit throughout the Strategic Orientations is the idea of partnership and collaboration. A complex step in a partnership is learning to collaborate. According to Vaughn (1994) individuals progress towards collaboration by going through preliminary stages of communication, cooperation, coordination, and coalition. Collaboration exists when partners share visions, set common goals, develop mutual trust, share resources, and use agreed-upon means to reach expected outcomes. How is this possible? Must we accept one partner's definition of a problem or a project without dialogue? Who are the partners at the grass-roots level?

Abstract

The International Development Mission and Strategic Orientations of the Canadian Home Economics Association was published and distributed in 1994. There are a number of statements made which may be difficult to implement including such issues of concern as collaboration, a feminist approach, empowerment, orientation to home economics, and strengthening professional associations.

Résumé

La mission et les orientations stratégiques du développement international de l'Association canadienne d'économie familiale ont été publiées et distribuées en 1994. Certaines propositions peuvent s'avérer difficiles à implanter, notamment les points traitant de collaboration, de féminisme, d'habilitation, d'orientation sur l'économie familiale et de consolidation des associations professionnelles.

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The ID Mission Statement specifies a feminist approach and includes gender equity (Objective and Action 1.3). What is our understanding of a feminist approach and of gender issues?

Home economists have traditionally attempted to address *practical* needs of women and girls through attempts to improve conditions experienced in everyday life (food supply and nutrition, housing and environment, household technology, textiles, clothing, child care, etc.). They may add to the list of perceived needs the need for education and training (e.g. consumer education, income generation, population and family planning, AIDS prevention). But professionals are not likely to be successful in enabling women to address those concerns unless they also address the *strategic* needs of women.

Strategic needs are those which enable women to participate more fully in processes of social change. They relate to women's position and power both "inside" and "outside" the family and their capacity to take charge of their own lives. In every culture there is an ideology and a set of expectations about men and women, about their "place" in society and their work. Do we accept that ideology? Stamp, for example, expresses concern about issues of gender and women in development in Africa (1989). Each society identifies the tasks of everyday life and labels them as "women's work" or "men's work" and allows different sets of benefits and rewards for that work. Housework and family care are carried out primarily by women and girls in every culture, and are under-valued. This is both a feminist and a home economics issue.

According to Badir (1988), feminists recognize the worth and validity of women's interpretation of their experiences and needs. Feminists are concerned about institutional injustices towards women and girls in both the private and public spheres of their lives. They are advocates for the elimination of injustice and coercive power. In addressing strategic needs then, the question is: "How can structures be transformed in order to make it easier for women to gain access and control of resources?" Can home economists take collective action through collaboration with each other and with other feminists?

Those who are engaged in Women in Development programs have examined evolving policy approaches. Five approaches were outlined and critiqued by Moser (1989): welfare, equity, anti-poverty, efficiency, and empowerment. Prehm (1990) categorizes these and relates them to evolving home economics paradigms. Empowerment of women through collective action is considered a possible approach and is implied in Strategic Orientations (e.g. Mission Statement and Objective 1.3 and 2.1). How can women be empowered to improve conditions?

The Empowerment Approach and Orientation of Home Economics

An empowerment approach requires "bottom-up" mobilization or grass-roots action in order to generate initiatives and greater self-reliance by those who are disadvantaged (Nickols, 1985). It requires a re-orientation of home economics based on recent learning and critical theories. Learning that produces change has come to be called transformational learning (Clark, 1993). Critical theory, which is also transformational, suggests that the interaction process will allow participants to uncover root causes of disparity and oppression. If this critical thinking is fostered it can lead to decisions and actions taken by people themselves. People participation in problem definition, planning, and action is a democratic process which could be encouraged from the outset of a partnership. In this way, the people concerned might become their own agents of change.

Empowerment approaches are new to home economics. The technical and applied science approaches remain common in our research, education, and extension programs. They are built on the premise that professionals with specialized knowledge and competencies can provide expertise and skills training. The professionals are the researchers and teachers, the writers of text books and training materials. Professional authority is generally supported by educational institutions and administrators (Barnhardt, 1994; Engberg, 1994 a,b). Learners are assumed to be passive recipients of knowledge and skills that someone else decides are essential. Are we among those who assume professionals and senior administrators know best?

One possible empowerment approach to home economics is the problem-focussed perspective described by Hultgren and Wilkosz (1986), Murray (1990), Prehm (1990), and others. Ways of transforming practice are described in a book edited by Peterat and Vaines (1992). Vaines (1988) urges us to become reflective professionals concerned about environmental context. The critical approach to research is offered by Strom and Plihal (1989). These authors agree that a focus on everyday life of women and families remains important. They recognize that all people are capable of thinking and acting. The knowledge and lived experience of women, men, and children must be respected and utilized along with the knowledge of educated professionals and those with power. They recommend joint participation in questioning, problem posing, and exploring alternatives to improving situations.

According to Hultgren and Wilkosz (1986), there are two interrelated parts of the conceptual framework for the practical problem approach to home economics. First, a given life situation is analyzed to find the discrepancies or gaps between the ideal vision of what life should be like and the reality of the situation. Second, in searching for the best alternative for change, three systems of knowledge and action are integrated: i) technical or instrumental systems provide the knowledge and skills or "how to" to accomplish a task; ii) interpretive or communicative systems facilitate the sharing of meanings, values, beliefs and attitudes; iii) emancipatory systems develop the abilities and willingness to take collective action which transforms an oppressive situation for the better.

To be proactive rather than reactive is empowering for individuals and families and for members of the home economics profession. Instead of prescribing the training required or handing out "recipes," the goal is to work in such a way that enables women and men to become more critically aware of injustices and the possibilities for transforming themselves and their world for the better. Is it possible through interaction with ordinary people and professionals for joint decisions to be made about the nature of programs, training, and resource materials required?

Strengthening Professional Associations

What is the role of a professional association? Can an association initiate and manage grass-roots programs? Or is the association's role one of building networks and stimulating thinking, action, and collaboration?

Paid administrators in educational institutions across cultures are not managers of change. They have management responsibilities which tend to reinforce existing systems (Barnhardt, 1994). Home economists who attempt to become change agents may be taking job risks. They need collaborators "inside" the system where they are employed and "outside" in order to strengthen their advocacy position. Collective action and advocacy are essential if global conditions for women and families are ever to change for the better. Surely a professional association with members that represent a variety of specialized jobs can have more power than one group (e.g. teachers) on their own.

Initiating Change

Change begins at home. As a professional group in Canada, are home economists ready and willing to address issues which are on the feminist and global development agenda? What is our shared vision of the profession? What is our collective power? What should it be? Should we be prescribing solutions overseas before taking time to share meanings, values, beliefs, and ways of practising at home? Morgaine (1991) suggests personal transformation must come first.

Conclusion

This paper poses a number of questions related to implementing the strategic orientations outlined for CHEA's International Development Program. Circulating papers and references may be a beginning step towards thinking about what we do and should do in the field of home economics. But information alone is insufficient. We need collaboration, interaction, and dialogue. We need to strengthen the home economics profession in Canada. Then we may gain the collective power essential to bring about change.❦

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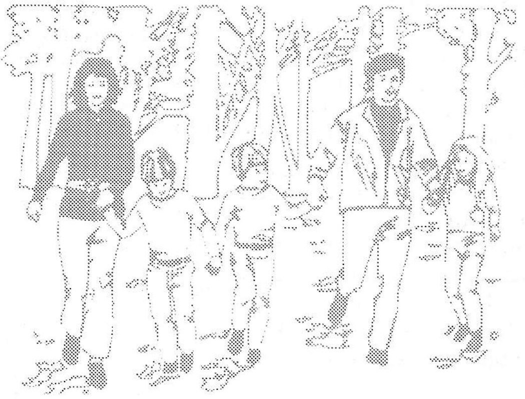

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Research Section

Developmental Factors and Pre- and Postmenarcheal Menstrual Attitudes

Dianne K. Kieren and Janice Morse

Abstract

This paper contrasts pre- and postmenarcheal girls' attitudes and feelings about menstruation and explores the relationship between these attitudes and three developmental factors: menarcheal status, grade placement, and age. Eight hundred sixty premenarcheal and 1,013 postmenarcheal girls' responses to two forms of a new instrument, the Adolescent Menstrual Attitude Questionnaire [AMAQ], provided the data. Factor analyses revealed six factors (Positive Feelings, Negative Feelings, Living with Menstruation, Menstrual Symptoms, Acceptance, and Openness) on each form. Loading of these factors differed for pre- and post-groups so that each form consisted of 47 parallel items and 11 unique items. Attitude profiles of pre- and postmenarcheal girls reveal important contrasts which have implications for educational programming. A MANOVA testing the relationship among the developmental variables menarcheal status, age, and grade placement, with the six common factor menstrual attitude scores was significant at beyond the .01 level. Roy-Bargman step down F tests for each dependent variable were also significant. The improvement in model fit made by menstrual status and grade when age was partialled out was significant at the .01 level for five attitude scores.

Résumé

Cet article compare les attitudes et les émotions de deux groupes de jeunes filles par rapport aux menstruations : celles qui n'ont pas encore eu leurs premières règles et celles qui les ont eues. Il examine aussi les liens entre les attitudes de ces deux groupes et trois facteurs qui influent sur le développement : le statut menstruel, le niveau scolaire et l'âge. Au total, 860 jeunes filles du premier groupe et 1013 jeunes filles du deuxième groupe ont répondu à deux versions d'un nouvel instrument, l'AMAQ (un questionnaire sur l'attitude des adolescentes envers les menstruations). De ces réponses, on a pu dégager les six facteurs suivants chez chacun des groupes : sentiments positifs, sentiments négatifs, vivre avec les menstruations, les symptomes menstruels, l'acceptation et l'ouverture d'esprit. La répartition de ces facteurs n'a pas été la même pour les deux groupes, mais chacune des versions comprenait 47 points parallèles et 11 points uniques. Les profils des attitudes des deux groupes de jeunes filles révèlent d'importants contrastes qui ont des répercussions sur les programmes d'enseignement. Une analyse de variance à plusieurs variables (MANOVA), permettant de vérifier les liens entre les variables reliées au développement (statut menstruel, âge et niveau scolaire) et les six facteurs communs associés à l'attitude menstruelle, a donné des résultats intéressants, tout comme les tests F de diminution graduelle Roy-Bargman. On a aussi dégagé des données intéressantes au niveau 0,01 de cinq résultats reliés aux attitudes, après avoir amélioré le modèle en retirant la variable âge.

Developmentally, menarche is a critical life event for a young girl. Kestenberg (1961, 1967) and Deutsch (1944) described the first menstruation as the most important event of adolescence for girls. While the physical changes are most obvious during puberty, there are also socio-emotional responses associated with these changes which have a potential impact on the girl's identity and self-concept. These socio-emotional responses are often reflected in her attitudes toward menstruation.

Studies of the menstrual attitudes of adolescent girls are relatively recent and have revealed a negative picture (see for example, Brooks-Gunn & Ruble, 1980; Clark & Ruble, 1978; Stoltzman, 1986; Swenson & Havens, 1987; Whisnant & Zegans, 1975). Young women picture this life event as a nuisance at best, and a lifelong problem at worst. Researchers and family life educators alike continue to ponder the determinants of these attitudes, in the hope that such understandings, gathered from the adolescent's perspective, might help in creating new and more facilitative personal and societal views.

Because menarche is a significant developmental event in a young woman's life, questions which relate to the impact of developmental variables on menstrual attitudes are important. Are attitudes about this event shaped by a young girl's progression toward maturity as measured by different developmental markers? If so, which of these markers provide the greatest insight in explaining differences in menstrual attitudes at both the general and specific levels? In order to clarify the role of different types of developmental variables in shaping attitudinal responses to menstruation, the relationships between each of three developmental variables (age, menarcheal status, and grade placement) and attitudes

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toward menstruation were studied. Attitude scores were measured by the use of a newly developed instrument, the Adolescent Menstrual Attitudes Questionnaire [AMAQ]. The present paper reports data from the original study which developed this age-specific menstrual attitude questionnaire (Morse & Kieren, 1993; Morse, Kieren, & Bottorff, 1993).

Review of Literature

Developmental Factors and Menstrual Attitudes

There is only a small body of literature which documents the socio-psychological meaning of menstruation to young girls. The identification of variables which influence the development of these attitudes have been studied even less often. Thus it is not surprising that questions still surround the issue of whether there are reliable group differences in menstrual attitudes among girls based upon developmental factors. In this study, developmental variables are those which tap the physical, social, or emotional maturity of a young girl. Some developmental variables capture one of these dimensions; others are more comprehensive. Of the three developmental variables selected for investigation, chronological age is a physically oriented developmental variable, and menarcheal status and grade placement are believed to tap more than one of these developmental areas.

Age and Menstrual Attitudes

Chronological age, a common developmental variable utilized in research, is a specific developmental marker that taps the physical aspects of a girl's overall development. As an adolescent girl increases in age, she is more likely to achieve physical and emotional maturity and to have achieved menarche. Some studies of beliefs and perceptions have identified age as a possible predictor of menstrual attitudes. Brooks-Gunn & Ruble (1980), for example, reported that age but not menstrual status affected girls' reports of menstrual symptomatology. Since elementary age girls had somewhat less negative attitudes and less cycle related symptoms than junior high girls, these researchers suggested that beliefs about menstruation may develop with age.

Attitudes however are shaped by experiences and are developed through interaction with others. Thus, chronological age has some limitations when used to predict menstrual attitudes. Menstrual attitudes undoubtedly are influenced both by physical maturity as well as others' and one's own experience with menstruation. As a girl approaches the age range for puberty, she is more likely to be exposed to new experiences that can shape her attitudes about menstruation. Even though age has been suggested as one factor in the development of attitudes about this developmental event, one might suspect that because attitudes are developed in a broad socio-cultural context, chronological age alone can provide only part of the picture. In addition, since there is variation in age of menarche, it is possible for differences to be noted between the same aged girls who have or have not experienced menstruation.

Stubbs, Rierdan, & Koff (1989) took a new approach to the conceptualization of age in order to ground their study in a social context. The variable of chronological age was split into two aspects: social age (the mean age of the girl's grade mates) and deviation age (the difference between the chronological age and social age for each girl). Their study tested the effects of menarcheal status independently as well as in interaction with different age effects. In a regression analysis, the main effect for social age revealed that as girls got older they got more worried about menstruation. The significant interaction between social age and menarcheal status indicated however that this effect was associated only with premenarcheal girls. Stubbs *et al.* (1989), in another study, concluded that early adolescent girls have two-dimensional views of menstruation: beliefs which support a positive affirmation of the process and at the same time express various levels of worries and dislike for menstruation. Such a two-dimensional view contrasts with the multidimensional view obtained from older girls samples. Stubbs *et al.* argued that while young girls are influenced by social factors, as girls gain experience with their bodies and develop both biologically and cognitively, social factors have less impact.

Given the data from past research, one would expect to find differences between younger and older girls' attitudes to menstruation. The work done by Stubbs *et al.* (1989) would suggest that age however may not be as strong a predictor as other developmental variables that provide some assessment of social as well as physical aspects of development.

Grade Placement and Menstrual Attitudes

Few studies have specifically explored grade placement and menstrual attitudes. Chronological age is one key determinant of grade placement but grade placement gives reference also to a particular social context at least within the peer group. In the present study, grade placement of a particular girl was assumed to provide an assessment of both age and the social life context which may be operating to influence attitudes toward menstruation.

This life context may include particular educational and social experiences related to menstruation. Results of one general study of attitudes by Blyth, Hill, & Smyth (1981) indicated that the presence of older students affected the attitudes, behaviours and experiences of younger students, with the effects being stronger for 9th graders who are placed with 10th graders than for 7th and 8th graders placed with 9th graders. Results from Brooks-Gunn & Ruble (1980) supported this trend in that they reported that 7th and 8th graders perceived more menstrual cycle differences than did 5th and 6th graders. Studies of menstrual related beliefs and behaviours of young adolescents conducted in the period 1975 to 1980 revealed a relatively consistent finding that junior high age girls had quite negative attitudes about menstruation (Clarke & Ruble, 1978; Whisnant & Zegans, 1975). These studies, however, were often based on small samples and did not use common, age-appropriate measures of menstrual attitudes.

This research would provide support for hypotheses that relate grade placement and menstrual attitudes. Given the social as well as physical component incorporated in its measurement, one would expect increased predictive power from grade placement, when compared with chronological age alone.

Menarcheal Status and Attitudes

Age and menarcheal status comprise a naturally occurring confound. Younger girls are more likely to make up the premenarcheal group and older girls the post. Only a few researchers have in fact attempted to address this issue by matching groups for age and testing for age differences (Brooks-Gunn & Ruble, 1982; Koff, Rierdan, & Silverstone, 1978).

Menarcheal status as a developmental variable has the potential of tapping both age and important and specific social and experiential factors related to menstruation. Because of this experiential specificity, it should be the strongest predictor of menstrual attitudes when compared with chronological age and grade placement.

Few studies have focussed on young women's actual experience and socialization for menarche. Until 1975 the descriptive profile of normal, pre- and postmenarcheal girls with respect to a whole range of socio-psychological variables was relatively incomplete.

While differences have been noted on several dimensions for pre-and postmenarcheal girls, the profiles which emerge from the research conducted to date are not consistent across studies. Some of the reasons for this situation may be attributable to the lack of common methodology and instrumentation as well as the dependence on small samples. Several studies note that both pre-and postmenarcheal girls reveal generally negative attitudes about menstruation (Brooks-Gunn & Ruble, 1982; Clarke & Ruble, 1978; Morse & Doan, 1987). This negativity, however, is only part of the picture and these attitudes are far from unitary. It is clear from past research that young girls respond to many aspects of menstruation. Thus, it is quite possible that menstruation can be viewed positively, because it signals "growing up," while at the same time it is also viewed negatively because its management is inconvenient.

The research reported in this brief review would support the prediction that menstrual status should be related to menstrual attitudes. In addition, because of its specific experiential component, it may have greater predictive power than age alone. The central question of the impact of developmental variables on menstrual attitudes remains only partially answered by the research to date. Given the importance of social as well as physical development it is important to study the influence of both of these aspects of development on menstrual attitudes. Selecting indicators which tap both of these dimensions makes this possible. The present study expands the exploration of the impact of developmental issues on menstrual attitudes by using a research design that allows the investigation of the effect of the three variables of age, grade placement, and menarcheal status on several aspects of menstrual attitudes measured through the use of the Adolescent Menstrual Attitudes Questionnaire [AMAQ].

The Study

Sample

The population consisted of all girls in grades 6, 7, 8 and 9, who were enrolled in 40 randomly selected public and parochial schools in Edmonton, Alberta. Since translators were available, all eligible female students in grades 6 to 9 were invited to participate, even if English was not their first language. This procedure allowed the sample to be representative of consenting Canadian students, including new Canadians and those studying in inner city and suburban schools. Fewer than two percent of the sample had limited ability in the English language.

A total of 1873 girls completed the questionnaire (response rate= 86.9%). These respondents included 860 premenarcheal girls (age range 10-15 years, x=11.8 years) and 1,013 postmenarcheal girls (range 11-17 years; x=13.5). Self reported age at first menstruation ranged from 9 to 15 with a mean of 12.3 years and a s.d. of 0.97 for the postmenarcheal group. This is similar to to the mean of 12.6 years obtained from a random sample of postmenarcheal girls (10 – 16 years) in the same city (Edmonton Board, 1986).

Methodology

Research assistants collected data in a classroom situation using a machine readable questionnaire. Procedures were used to protect the modesty and privacy of all participants. One such procedure was to provide each participant with both forms of the questionnaire (pre- and postmenarcheal) and ask them to select and complete the appropriate form. This approach did not require participants to publicly indicate their menstrual status to the researchers or their fellow students.

Instrumentation

Attitudes toward menstruation were measured using pre- and postmenarcheal forms of a 58-item, five-point Likert scale, The Adolescent Menstrual Attitude Questionnaire [AMAQl. Attitude items were initially developed from a qualitative study of menstrual attitudes (Morse & Doan, 1987). The complete description of the development of the scale is reported in Morse and Kieren (1993) and Morse, Kieren, and Bottorff (1993).

A principal components factor analysis with varimax rotation was completed for each menarcheal status group. The resulting factor analyses revealed a similar factor structure for both samples, but some of the items that were significant for the premenarcheal sample did not load for the postmenarcheal group and vice versa. Thus, it was decided to construct two forms of the scale, rather than to continue with two parallel scales. Each version of the scale (pre- and post-) included 43 parallel items (4 of these parallel items loaded on different subscales) and 11 unique items.

The total scores possible for the two 58-item instruments ranged from 58 to 290. All negatively phrased items were reversed during scoring so that a higher score on the total instrument or subscales indicated a more positive general attitude toward menstruation or each of the various aspects of menstruation.

A discriminant analysis of the premenarcheal and postmenarcheal samples showed distinct distributions for both groups, with a Wilk's lambda of .4, and 89.6% of the cases correctly identified, including 91.4% of the premenarcheal and 88.2% of the postmenarcheal samples. This revealed that the responses of the pre- and postmenarcheal subjects were unique.

Factor analysis identified six subscales for each form, although some items differed on each factor and the factors loaded in a different order for pre- and postmenarcheal groups. These subscales were described as: "Negative Feelings," "Positive Feelings," "Living with Menstruation," "Acceptance of Menstruation," "Menstrual Symptoms," and "Openness." The six factor solution accounted for 40% of the variance in the premenarcheal scale and 39% of the variance in the post-scale. Total instrument reliability was estimated with coefficient alpha to be .91 for the premenstrual scale and .90 for the postmenarcheal scale. This reliability is more than adequate for making group-level comparisons and reaches minimum adequacy for diagnostic use in a clinical setting (Polit & Hungler, 1987).

Several additional questions were asked of both groups to obtain information about how the girls learned about menstruation. Postmenarcheal girls were also asked to complete five questions requesting information about menstrual symptomatology.

Hypotheses

The specific hypotheses which were tested were:

a. The developmental variables of age, grade placement, and menarcheal status are significantly related to the following menstrual attitudes: negative view, positive views, living with menstruation, openness, acceptance and symptoms.

b. Developmental variables comprising both biological and social components (e.g. menarcheal status and grade placement) will have more explanatory power for menstrual attitudes than biological indicators (e.g.,age) alone.

Results

The following summarizes the descriptive data which are relevant to the current analysis. (Total subscale scores could not be used for comparative purposes across menarcheal statuses since each form of the AMAQ contains 4 differentially loading and 11 unique items.) Parallel item subscale scores were used to compare scores between the two groups, pre- and post-, and to test the relationship between menarcheal status, age, and grade placement and the six menstrual attitude scores. The parallel item subscale scores were arrived at using the 43 items shared by both groups on each of the factors. The items included in these subscale scores were determined by the factor analysis but were not weighted.

Developmental Factors and Menstrual Attitudes

Hypothesis *a.* was tested by two different analyses. Initially, factor analyses of attitude items were run for both the pre- and postmenarcheal groups to identify any differences in the structure of attitude pattern considering menarcheal status. The results indicated considerable consistency in the number and labelling of factors although loadings of each factor and unique items within the factors were noted. The following summarizes this factor analysis.

Structure of Attitudes Based upon Menarcheal Status.

The first factor for both premenarcheal and postmenarcheal girls was labelled "Positive Feelings." The items on this factor were characterized by "taking a positive view of menarche and menstruation." A common theme of the items was being happy, excited, feeling proud, growing mature. Pre- and postmenarcheal forms of the questionnaire shared ten items. One item was differentially loading, one was unique for premenarcheal girls, and one was unique for postmenarcheal girls. The distinctive items for the premenarcheal group related to more general positive responses (feeling OK, menstruation not a nuisance) whereas the single distinctive postmenarcheal item focussed on the change in maturity associated with menstruation. All items on the premenarcheal positive subscale accounted for 17.4% of the variance whereas items on the postmenarcheal positive subscale accounted for 15.4%.

The subscale labelled "Negative Feelings" loaded second for both pre- and postmenarcheal groups. The theme of the items focussed on taking a negative view of menarche and menstruation. Each of the two forms had 13 parallel items. In addition, there were three unique and one differentially loading items on the premenarcheal negative subscale. There were three unique and two differentially loading items on the postmenarcheal negative subscale. The distinctive items for the postmenarcheal group reflected a desire for secrecy and an attitude that they felt "gross" when they were menstruating, whereas the distinctive items for premenarcheal girls reflected negative feelings as a result of a lack of understanding of the event. All items accounted for 7.0% of the variance on the premenarcheal negative subscale and 7.1% on the postmenarcheal negative subscale.

The "Living with Menstruation" subscale loaded third on the premenarcheal analysis accounting for 5.2% of the variance and was made up of six parallel items and four unique items. The unique items related to attitudes about increased demands for hygiene and secrecy about disclosure or discovery. The postmenarcheal "Living with Menstruation" subscale loaded fifth in the post- factor analysis and consisted of six parallel items and two unique items which dealt with cramps and handling symptoms or discomfort by absence from school or gym. All items on the postmenarcheal "Living with Menstruation" subscale accounted for 3.2% of the variance.

"Openness" was the fourth factor in the premenarcheal factor analysis and accounted for 3.8% of the variance. It consisted of five parallel items and one differentially loading item dealing with a positive attitude about discussing periods with boys. The postmenarcheal openness subscale loaded sixth and consisted of five parallel items and no unique items. All items on the postmenarcheal openness factor accounted for 2.9% of the variance.

"Menstrual Symptoms" was the sixth factor in the premenarcheal factor analysis. It consisted of five parallel items and no unique items. These items accounted for 3.2% of the variance. The postmenarcheal factor loaded third and consisted of five parallel items and four unique items. The unique items dealt with specific symptoms. All items on the postmenarcheal factor accounted for 6.2% of the variance.

"Acceptance" was the fifth factor on the premenarcheal factor analysis. The items on this scale were consistent with having a normal view of menarche and menstruation. The premenarcheal factor consisted of four parallel items, and three unique and one differentially loading items. Three of the unique items reflected an anticipated response of no major disruption when menarche occurs. All items on the premenarcheal factor accounted for 3.3% of the variance. The postmenarcheal acceptance factor loaded fourth and consisted of four common items, one unique, and two differentially loading items. These seven items accounted for 4.3% of the variance. Two of the non-common items reflected no change in feelings when menstruating. One referred to feeling scared.

Scores on the 43 parallel factor items could range from 43 to 215. Results for the two groups were as follows: Postmenarcheal (n=1001) mean 135.3, s.d. 20.3; premenarcheal (n=845), mean 132.1, s.d. 20.7. The postmenarcheal girls' scores were slightly higher and therefore more posi-

Sub-Scale	No. of Parallel Items	Pre Mean	SD	Post Mean	SD
Negative	13	31.3 n=796	8.0	33.6 n=955	8.1
Positive	10	26.4 n=805	7.7	23.1 n-969	6.4
Living with Menstruation	6	23.5 n=823	3.4	23.5 n=986	3.6
Symptoms	5	13.1 n=834	2.9	12.3 n=987	3.0
Openness	5	13.7 n=822	3.9	15.7 n=984	3.7
Acceptance	4	11.8 n=834	2.4	12.3 n=987	3.0

*One way analysis of variance tests of attitude scores by menstrual status were significant at beyond the .01 level for all subscale scores except living with menstruation.

Table 1: Sub-scale Scores Based on 43 Parallel Items: Pre- & Postmenarcheal Girls

tive. Table 1 reports the comparable parallel item scores for each subscale. One-way analysis of variance tests between subscale attitudes and menarcheal status were statistically significant beyond the .01 level for all subscale scores except "Living with Menstruation."

Relationship of Developmental Variables to Menstrual Attitudes

Because the dependent variables in this analysis were possibly interrelated, in that they were not true factor scores but rather scores arrived at using the factor structure as a guide, a MANOVA (Multivariate Analysis of Variance Analysis) was run to further test hypothesis *a*. Such a test minimizes the danger of obtaining findings which were a result of the partial correlations between the dependent variables rather than as a result of the relationships being tested. The merged data set, including scores derived from the parallel items on the six menstrual attitude subscale scores as dependent variables and menarcheal status, age, and grade placement as independent variables, were included in the analysis. The adjusted within cells correlations between the six dependent variables ranged from .00 to .44. The Bartlett Test of Sphericity for adjusted within cells correlations was 1230.12 with 15 d.f. (p<. 01). This indicated that the partial correlations between the six dependent variables were greater than zero supporting the decision to use MANOVA in the analysis.

The omnibus test using Pillais Test was statistically significant (F= 23.68, 18 d.f., p<.01). This indicated that there was a significant multivariate effect which was independent of the correlations among the dependent variables. The post hoc tests, Roy Bargman stepdown F tests, were significant beyond the .01 level for all attitude subscales except "Acceptance" which was significant at .02.

The results from the MANOVA test provided support for hypothesis *a*: Age, grade and menarcheal status were significantly related to menstrual attitudes.

In order to test hypothesis *b*, the difference between the squared multiple correlations using all three independent variables and the squared correlation using age alone were tested for significance. The difference indicates the contribution to model fit made by the biologically and socially sensitive developmental variables when age has been partialled out.

The improvement in fit made by menstrual status and grade was significant at the .01 level for "Openness," "Living with Menstruation," "Acceptance," "Negative," and "Symptoms" scores. This provides support for hypothesis *b*. Table 2 provides a summary of these data from the analyses.

Summary and Discussion

Researchers have suspected for years that developmental factors such as age, menarcheal status, and grade placement have an influence on the shaping of menarcheal attitudes. As a girl matures, cognitive developments as well as expanded social relationships play important roles. Theories related to attitude development in general have highlighted the particular importance of social factors in shaping attitudes. When considering attitudes toward a biological event such as menstruation, it is not surprising that the biological aspects are prominently considered. More interest has been shown toward analyzing differences between the attitudes of girls of different menarcheal statuses than in investigating other developmental factors. The attitude profiles of pre- and postmenarcheal girls developed to date have not revealed clear consistencies across studies. Some of this inconsistency may be attributed to methodological imprecision such as the use of varying attitude instruments and small samples. Some may be attributed to other factors such as not acknowledging that there are

Independent Variables	Dependent Variables					
	Negative	Openness	Living	Positive	Acceptance	Symptoms
Menstrual Status	-.05	-.18 *	.03	.22 *	.05	.17*
Grade	.17 *	.17 *	.33 *	-.03	.08	.08
Age	.02	-.03	-.27 *	.03	-.02	.10
R Square All	.048	.079	.023	.054	.013	.034
R Square Age Alone	.040	.049	.000	.019	.009	.015
R Square All - R Square Age	.008	.030	.023	.035	.004	.015
F (2,∞)	5.7 *	21.4 *	15.7 *	2.9	24.3 *	13.6 *

* significant at .01 level

Table 2: Beta Weights and R Square: Regression Analyses

elements of development which are important social as well as physical captured within a variable like menarcheal status. The study reported in this paper responded to these limitations by utilizing a valid and reliable instrument which was developed initially from the qualitative analyses of pre- and postmenarcheal girls' experiences and by testing developmental variables which comprised both social and biological aspects as well as chronological age.

These data detail an interesting attitude profile for pre- and postmenarcheal girls. One must note the commonalities as well as the distinctive features. The main commonality between the two groups was the overall factorial structure. The comparative analyses of the responses of a large randomly selected sample of pre- and postmenarcheal girls revealed a multifaceted but similar attitude structure for both groups. Not only were similar factors identified in both groups, but the first two factors were the same. The factorial pattern revealed strong positive and strong negative attitudes in that these two factors comprised the first two identified factors in the factor analysis and accounted for the greatest amount of variance. In addition, four other factors were identified which focussed on specific aspects of the menstrual experience. This multifaceted picture of menstrual attitudes has been reported as well by Brooks-Gunn &Ruble (1980, 1982), as has the positive as well as negative aspects of the attitude profile. This contrasts however with the two-dimensional profile reported by Stubbs *et al.* (1989) for younger girls.

While the overall factor structure of the analysis of responses from each menarcheal group was similar, the unique and differentially loading items and the comparative scores on the common items on each subscale revealed noteworthy differences in perceptions of this developmental event. The unique items for pre- and postmenarcheal girls suggest that experience with menstruation creates a slightly different perceptual view of menstruation, particularly with respect to symptoms. Similarly, comparisons of scores obtained from the parallel items on each subscale noted significant differences between girls of different menarcheal statuses on all attitude scores except "Living with Menstruation." Premenarcheal girls had more positive attitudes on "Positive views of Menstruation" and "Symptoms." Postmenarcheal girls had more positive attitudes on "Negative Views," "Openness," and "Acceptance." The results with respect to symptoms are similar to those reported by Brooks Gunn &Ruble (1982). In their study, while premenarcheal girls expected more pain than postmenarcheal actually experienced, symptom severity increased over grade levels for postmenarcheal groups.

The MANOVA analysis allowed a test of the relationships between each of three developmental variables: menstrual status, age, and grade placement and all of the attitudes represented on the comprehensive attitude profile. This test was significant, indicating that these developmental factors do in fact significantly affect menstrual attitudes. All of the post-hoc tests with the dependent variables were also significant.

The support of hypothesis *b* addresses the complexity of developmental factors and the importance of capturing more than age in order to assess developmental impacts on menstrual attitudes. Development is a complex process made up of a number of interrelated factors. It occurs in a social context. Developmental variables which measure physiological as well as social factors of development will probably continue to be more useful in explaining young women's attitudes toward menstruation. The combination of the experience of menarche, occurring at a particular time in a girl's life, the growing cognitive and social development, and increased levels of information about and experience with menstruation increase the possibility of increased comfort and positive feelings about this experience.

Understanding the nuances of the physiological as well as the social and psychological aspects of menarche are clearly based upon experience with the event. While it appears that grade placement and menstrual status may provide better composite indicators of development than does chronological age alone, the small amount of variance accounted for by all these variables points to other factors which may shape attitudes. The investigation of these important factors at both the methodological and empirical levels must continue.

Such research needs to be continued using age-relevant instruments such as the AMAQ. The inclusion of other factors such as specific social indices might improve the predictive power. Longitudinal analyses would also provide clarity. The results suggest that developmental issues need to be considered as we develop contemporary menstrual education programs, and further that menstrual education should be more than a single time, single session, educational experience, since the experiences of young women are different as they mature. Many authors (Charlesworth & Slate, 1983; Cumming, Kieren, & Cumming, 1988; Dashiff, 1986; Kieren, 1992; Kieren & Morse, 1992) have outlined specific means of addressing menstrual education taking these factors into account. These include developing different programs which target pre- and postmenarcheal groups, giving special attention to early-and late-maturing girls, involving more than one information source (teachers, parents, peers), involving informed peers in the educative process and focussing less on the mechanics of menstruation and more on the social-psychological aspects of the process.

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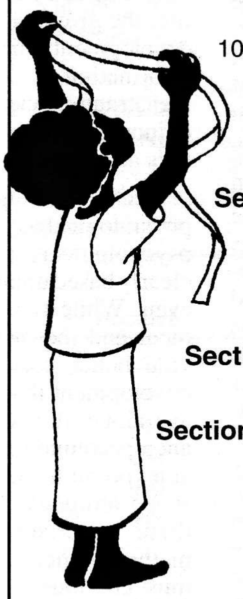
DRAFT PLATFORM FOR ACTION

Section I: Statement of Mission

Section II: Global Framework

Section III: Critical Areas of Concern

1. The Persistent and Growing Burden of Poverty on Women
2. Inequality in Access to Health and Education Services
3. Violence Against Women
4. Effects of Armed Conflict on Women
5. Inequality in Women's Access to Economic Structures and Policies
6. Inequality Between Men and Women in the Sharing of Power and Decision-Making
7. Insufficient Mechanisms to Promote the Advancement of Women
8. Lack of Awareness of & Commitment to Women's Human Rights
9. Insufficient Use of Mass Media to Promote Women's Positive Contributions to Society
10. Lack of Recognition and Support for Women's Contribution to Managing Natural Resources and Safeguarding the Environment.



Section IV: Strategic Objectives Derived from the Critical Areas of Concern and Action to be Taken

Section V: Financial Arrangements

Section VI: Institutional Arrangements for Implementation and Monitoring of the Platform for Action

Fourth UN World Conference on Women

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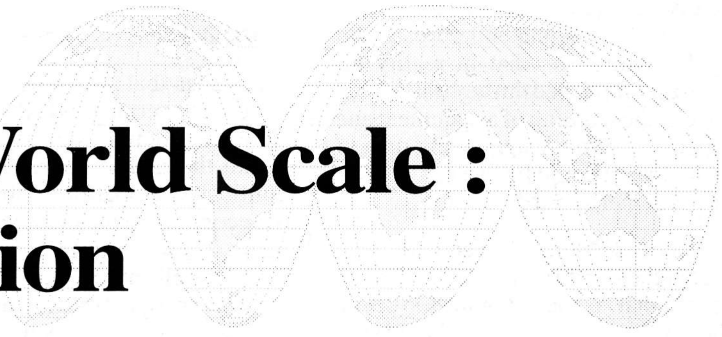

Policy on a World Scale : Words to Action

J. Estelle Reddin

Most home economists are probably aware that a major event is in the offing: the Beijing UN World Conference on Women next September. This could be much more than just a meeting of some 30,000 women on the other side of the world. It is a way of journeying together in solidarity with women who have a vision of a more peaceful, more equable, more sustainable society. The theme of the Conference is "Equality, Development, and Peace," as it was for the previous three conferences on women— Mexico (1975), Copenhagen (1980), and Nairobi (1985). Beijing Forum '95, "Look at the world through women's eyes," a parallel international gathering of Non-Governmental-Organizations (NGOs), will have as an important component various types of artistic and folk expressions of the meaning of these themes. The NGO Forum will be a wonderful women's showcase: an opportunity for orientation to other persons and other cultures, North to South, and for the telling of personal stories and histories, as well as a working session to lobby the governments meeting together.

UN World Conferences

Today, perhaps more than formerly, many home economists see the need to be active in public policy discussions and debate. I wonder how many of us are aware of the various policy initiatives of the UN during its 50-year existence? Within the last five years, it has held several major world conferences: the UN Conference on Environment and Development (Brazil, 1992), the World Conference on Human Rights (Vienna 1993), the International Conference on Population and Development (Cairo, 1994), and the World Conference for Social Development, presently taking place in Copenhagen. After the Beijing conference, the Second UN Conference on Human Settlement (Habitat II) will take place in Istanbul, Turkey, in 1996. Habitat II will be a major responsibility for Elizabeth Dowdeswell, a Canadian home economist and presently the Under-Secretary-General of UNCHS (Delaney, 1994).

Each of these conferences produces a document agreed to by member nations of the UN. Like a present-day expanded set of Ten Commandments, these documents set out principles and actions for UN member states. All have implications for families and thus for home economists.

Delegates at the UN Congress on Women will focus on negotiating and putting the finishing touches to the *Platform for Action*, the final document of the Beijing Conference, a strategic plan to be adopted by the UN member states to guide their actions towards equality, development, and peace to the year 2000 (Platform, 1995). Members of the Canadian team, both official UN and NGO delegates, will take part in serious discussion and work hard to make women's voices heard. Status of Women Canada is the body designated as responsible for the Canadian document presently being discussed and submitted to a final UN Preparatory Committee (PrepCom) meeting in New York, from March 15 to April 4, with participation of representatives from the several designated regions: North America and Europe; Asia and Pacific; Latin America and Caribbean; Western Asia; and Africa. An earlier Preparatory Committee meeting for the North America/Europe region took place in Vienna in October. At that meeting, in spite of many obstacles and frustrations, the NGOs were able to gain access to the UN PrepCom and have input into changing the wording of the document, line by line. The exciting aspect of this process is that women, through their NGOs, have been able to influence the most recent of these UN documents. This is new. Its impetus needs to be taken up by women at home.

A Role for Home Economics

Most of us won't be actually going to China and may feel that this remote conference is in no way related to our everyday problems. We may, on the one hand, assume that there is nothing left to do—that the hard work has been done and it's simply a matter of government responsibility now, not ours. On the other hand, we may be overwhelmed by the multitude of ills of today's world and become stuck in the slough of despair. Either of these ap-

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The Author

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proaches can result in inaction, from apathy or despair. It is difficult not to be discouraged by the huge problems we witness at home and abroad. Yet, by focussing on what in reality has been accomplished through the acceptance of the wording of a document and, especially through agreement on a vision of what could be, we can all journey together towards Beijing.

Gertrude Mongella, Secretary-General of the World Conference, has suggested that women should stop seeing themselves as victims and should seize the opportunity, as half the population of the world, to bring about change. This means a different approach from the protest marches of the 60s and 70s. It means taking on a share of the task of moving from words to action.

The mission of home economics/ human ecology and CHEA's Strategic Plan both commit us to "supporting public policy which improves the quality of life for individuals and families" (CHEA 1994). The *Platform for Action*, as the strategic document for the Fourth World Conference on Women, provides national governments within the UN with "pragmatic action-oriented recommendations for alleviating ... social problem[s]" (McGregor, 1994, p. 179). The *Platform* is a policy document on a world scale. To it we can apply the principles of policy analysis (McGregor, 1994). It provides an opportunity to raise awareness of the context and concerns around women's issues on a global scale; to formulate a vision of the desired results and agree on the "destination" of the journey; to identify the gaps between the reality and the ideal; to examine what has been done in Canada by our governments, measured against the agreed principles and criteria in the *Platform for Action*.

In our society, and indeed around the world, women continue to be the mainstay of families. Canadian women have their own special concerns arising out of the history and present situation of the region. They represent a wide diversity, including women who are consistently excluded from the corridors of power, including disabled, lesbian, the young, the elderly, immigrant women, and women of colour. Women in fishing and farming and rural women have a different outlook from urban women. All need to have a voice—from the bottom up—to critique and interpret the voice of the UN—from the top down—through the governments of its member nations.

Critical Areas of Concern

The issues that are on the agenda for national governments at the UN World Congress include poverty, violence, health, the media, peace, human rights, political participation, globalization of the economy, education, and environment. These are issues for all of us. They are all interrelated. Attempts to isolate one aspect of an issue and apply only quantitative measures to that aspect are deceptive. For example, the number of jobs held by women in the paid work force is not an adequte measure of economic progress for women. Questions must be asked concerning working conditions, wages, hours of work, the additional burden imposed on women, and "Who's minding the children?"

In the limited space of this article it is impossible to discuss each of these issues in detail. However, any home economists who read the Platform for Action will discover that almost every section has implications for the profession. (For a useful summary of the *Platform* see Beijing 1995.) The first strategic objective of the *Platform* deals with the persistent and increasing burden of poverty on women. Poverty is a desperate state. Closely allied to women's poverty is child poverty. Child poverty worldwide is a scandal: The statistics on child poverty in Canada are shocking (Child Poverty (1994).

The section on Education in this version of the *Platform* is limited almost totally to access to schooling, and academic and technical curricula to widen women's future career opportunities, with scant mention of any family life educational concerns. However, paragraphs on education in Health, Violence Against Women, Peace, and Human Rights are broader in scope. "Access to health care services" points out again an increasing burden placed on women in families as public health systems deteriorate. Several paragraphs promote research on all these issues. Could this be a direction for future home economics research?

Throughout the *Platform*, the theme of men sharing child care, and family and household work and responsibility is emphasized, even to the use of the word "compel" to convince men and boys to take their share of this work. (This is not the final draft of the *Platform*. Will that wording remain?) The *Platform* points out that changes in both men's and women's knowledge, attitudes, and behaviour are necessary if the goal of equal partnership between women and men is to be attained. Women's rights must be protected and not allowed to exist in name only.

One of women's collective outstanding recent achievements is their success in having women's rights finally declared and recognized as human rights. At a "Global Tribunal" on *Violations of Human Rights,* at the NGO Forum "Human Rights for All" in Vienna during the World Conference on Human Rights, women from around the world testified before a panel of eminent judges and told their stories of suffering unspeakable violence. The women challenged world leaders to address violence against women as an abuse of human rights. Canada's Ed Broadbent, one of the tribunal judges, gave this response: "We have heard abominable testimony about incredible cruelty. Those making war are not women: those who rape are not women. When we are talking about the rights of women, where are the men?" (Pietilä & Vickers, p. 147; Rogers, 1994).

Violence against women and violence against the environment are more and more frequently being linked (Pietila & Vickers, 1994, pp. 133-139). Environmental degradation results in negative effects on the health, well-being, and quality of life of women and youth (especially young girls), refugee women, farm workers, women in poor households and in areas of harsh ecological conditions. Women have played leadership roles in promoting an environmental ethic, but so long as there is inadequate recognition and support for women's contributions to environmental management, sustainable development will be an elusive goal.

Other areas of concern in the *Platform for Action* familiar to home economics include such topics as conflict resolution, family planning, the value of women's unpaid contributions to the economy, flexible employment policies, empowerment of women in both the domestic and the public domains, training in financial management, women in the media, and the use of media and the new information technology. One rather radical statement occurs in "Part VI. Financial Arrangements" suggesting that, in order to free resources to carry out the strategic plan of the *Platform*, international creditors should negotiate debt-relief arrangements and governments should reduce military expenses. Again it will be interesting to see if this wording remains.

Action

Analysis of the *Platform* reveals its strengths and its weaknesses as a good enough but not perfect blueprint or design. Commitment and action are needed, built on information, identification of deficiencies, research and accumulation of appropriate statistical data, education, removal of obstacles to women's equality, motivation, and building political will. It is time to "walk the talk."

We are, without doubt, a long way from the ideal world where justice prevails. From the perspective of the mission of home economics, many of the right words are there. However, one word missing from the *Platform* is "caring." In a recent isssue of *Human Ecology Forum*, Urie Bronfenbrenner, a founder of the US national Head Start programme, discusses the need for a "curriculum of caring," starting in elementary and continuing through high school, to help give priority to family life and caring activites in general (Henderson, 1995).

It is important to tackle these issues at home, at school, in every social group to which we belong, from families to church to national NGOs. A place to start is with a critical analysis of the state of your own women's world. Make it a kitchen table topic. The Voice of Women has published a guide for doing just that and planning for the future. (MacKay, 1994). True, this makes additional demands on our lives. But so does our mission when taken seriously.

Words, Words, Words

It is easy to become impatient with words, words, words. Yet much of the running of the world depends on words. The UN works with summit meetings and documents. Hundreds of hours of work have gone into this one document, the *Platform for Action*, words that governments will agree to commit to.

In an article in *The New Internationalist*, Maggie Black assesses these UN major conferences. "The international agreements ... are produced only after thousands of hours of dedicated negotiation on clause after clause, word after word, in which a nuance of meaning can easily derail the mildest of formulations. Finally, the war of words, on the conference floor and in the media, builds to a climax. When it's all over, usually at midnight on the very last day, there is a great sense of triumph. But this is really only the beginning. Now comes the question of whether countries will stick to the agreement." She goes on to discuss the problems of enforcement and accountability within the different countries... "none is above fudging and mudging and 'opting out' when it suits... In reality the only force that can make governments implement what they have agreed to is the force of popular disapproval or 'organized shame.'" She concludes, "... In Beijing a thousand flowers are about to bloom. The international show must go on" (Black, 1994).

There is a need for collaboration, cooperation, monitoring, acountability, and transparency if we are to take actions to make a better world for women, and consequently, a better world for men, children, and all of us. In this present time of profound and radical change in social, political, and economic institutions, we, educated in home economics/human ecology, blessed with this privilege, are called to take part. Women at the grass roots need to be aware, to be informed, to understand, and create a groundswell that will result in the political will in Canada to pressure and enable the Canadian government to act on its commitments within Canada and internationally. If all nations achieved the objectives of the *Platform for Action*, it would indeed be a different world. By the Year 2000? A nice dream—but nonetheless with concerted effort there could be some positive movement towards the goal rather than the deterioration we have seen in the last decade. (For example see Women's Lives, 1995; and Pietilä & Vickers, 1994, p.37.)

If we unite with others who share our values and our vision, in these lengthening days of Spring we can start our journey towards Beijing. We have a responsibility. Each of us in our own corner can listen to other women's stories, just as the Vienna Tribunal did. We can see the deficiencies, the shortcomings in commitments made by nations. We must speak out with hope, wherever we are, for equality, development, and peace. Then indeed Maggie Black's thousand flowers will bloom in Beijing.❦

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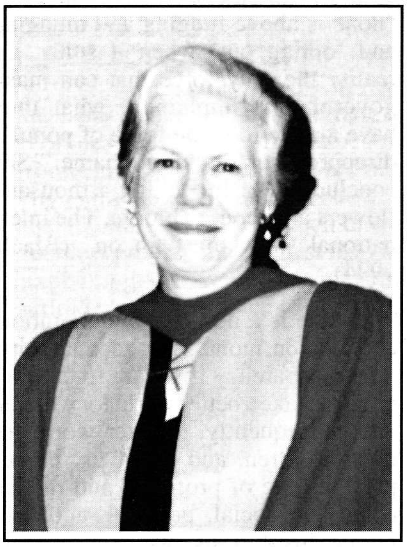
On the Job

The Life of a Home Economist: Elizabeth Dowdeswell



Elizabeth Dowdeswell, born in the County of Antrim in Northern Ireland, was brought up in an Ulster Scots tradition that puts great emphasis on scholastic achievement. When she was five, she emigrated to Canada with her family— her father, Desmond Patton, a United Church Minister, and her mother, Annette Patton, a music and elocution teacher— settling in Southern Saskatchewan. Her childhood influences were those common to the smaller towns in that region; she played an active role in and understood community life. She enjoyed music, singing with the University of Saskatchewan Greythorne Singers.

She worked for the Extension Division as a 4H specialist each May to September when she was completing a degree in home economics and obtaining a teaching certificate at the University of Saskatchewan. She became a teacher and guidance counsellor in the Swift Current Comprehensive School, completed an MSc in behavioural science by 1972, joined the Saskatchewan Department of Education as a consumer education consultant, and acted as the Human Rights Ombudsman before being put in charge of federal/provincial education matters.

In 1982, she moved to Ottawa with the Treasury Board and then with Environment Canada. After directing the Ontario office of Environment Canada, she became Assistant Deputy Minister of the Atmospheric Environment Service and helped develop public services such as the Ozone Watch and the UV-B Index. Her job required community involvement as well as an understanding of the socioeconomic aspects of global change. From 1984 to 1986 she was President of the Canadian Home Economics Association.

Elizabeth Dowdeswell was Canada's representative to the World Meteorological Organization and was principal delegate to the Intergovernmental Panel on Climate Change at the Earth Summit Conference in Rio de Janeiro in 1992. Six months later she was appointed Executive Director of the United Nations Environment Programme (UNEP) and Executive Director of the United Nations HABITAT Programme. As Under-Secretary to Dr. Boutras-Boutras Ghali, current Secretary-General of the UN, she is the highest ranking Canadian and the most senior of a handful of women in top UN positions.

In May 1994, Elizabeth Dowdeswell was awarded an Honorary Doctor of Laws Degree by the University of Saskatchewan. In presenting her for this honorary degree, Dr. Gwenna Moss said,

"At Rio, as co-chair of a working group on the United Nations Framework Convention on Climate Change, her leadership helped confirm Canada's position in the forefront of world sustainable development. During the negotiations, Ms. Dowdeswell continually pushed for innovative, groundbreaking, and sound solutions. Her capacity to positively engage people, often with widely divergent and competing views, in finding mutually acceptable solutions, was a hallmark. Obviously many nations share her vision that the UNEP must become a catalyst for sustainable development, not just environmental protection, and that for any nation, rich or poor, a healthy environment and a sound economy are closely linked."

The *Journal* is pleased to have permision to print the following excerpts from Dr. Dowdeswell's Convocation Address.

If I Were In Charge of the World

One of my favourite children's poems is written by Judith Viorst – it's called

"If I were in Charge of the World"

If I were in charge of the world I'd cancel oatmeal,
Monday mornings,
Allergy shots, and also
Sara Steinberg ...
(and four more verses)

I hope that some of you do want to be in charge of the world. I hope that today you have a little of that childlike optimism and energy. I hope that at the start of this incredible journey you'll remember the words of Margaret Atwood – "If you cease to imagine utopia you're mired in the present."

Because this world needs some help.

...Stubborn global problems, inaction by the great powers, the arrogance of ignorance, and a powerful momentum toward mediocrity have resulted in an immobilized world. Some have called it a "severe case of strategic arthritis." Even the glimmer of hope from South Africa cannot erase the horror and brutality of Rwanda.

And now we understand better the very real challenge of protecting and restoring the biosphere and of providing for the basic needs of all the peoples of this Earth. We are facing a most dangerous threat to the survival of the human species. The facts are clear. Human activities now represent the largest force for change on this planet. Every year we unleash the energy that took 100 million years to be created as fossil fuels. We release more energy than reaches our planet from the sun. We clear and flood more land than centuries of natural disasters. We are now more than 5 billion people on this planet. Every 11 years we add one billion more mouths to feed. And how are we doing in meeting the needs of the 5 billion today?

In the last several decades those in the poorest countries of the world have gotten poorer while we have gotten richer. With 20% of the world's population, we in the industrialized world consume 80% of the world's resources and create an equivalent amount of the Earth's pollution.

In its ... 50-year history, the United Nations' collaborative approach to building peace has spawned many important successes. Through these experiences the world has come to rely on multilateralism as a most promising way of achieving meaningful and lasting results. Never before has the multilateral approach been so heavily called upon to build peace on so many fronts as it is today.

We generally think of peace as freedom from war. Certainly when we take up arms against each other we are not at peace. But neither are we at peace if there is not enough food to eat. If there is inadequate shelter. If we are sick and cannot get medical care. If we are impoverished and cannot hope to escape poverty's trap. In these terms millions of our sisters and brothers on this planet cannot be said to be at peace.

What a burden for new graduates! What can an activist and an unequivocal optimist advise you? What can inspire us? What can sustain our passion? I don't want to give the impression that I have the answers. But consider this as advice from a very ordinary human being who's had the great good fortune to be blessed with good health and abundant energy, born with curiosity, empowered by colleagues, supported immeasurably by family and friends, and energized by a richness of experiences.

Expect the Unexpected

I have come to the conclusion that there is no simple set of instructions on how to proceed in these turbulent times. So perhaps the most useful advice is to expect the unexpected – to learn to live with ambiguity.

Most of my working life I've been asked questions like, "What's a home economist like you doing in charge of Canada's weather service?" (In fact today I'm tempted to ask "What's the woman who had trouble passing physics doing receiving an honorary doctorate?") But the answer is that no one writes job advertisements that are tailor-made. No one designs a set of circumstances that coincides with your needs, wishes, or abilities at any precise moment in time.

We continue to ask the wrong questions. We ask how we are going to provide adequate national health insurance, given the high cost of medical treatment. Instead we should be asking how people get sick in the first place. What is the nature of wellness? The question is not how can we tame the environment, but how can we learn to live as part of the environment. It is clear that our challenges will not be met with traditional, entrenched modes of thinking; fresh and innovative perceptions need to be brought to bear.

Stand on the Cracks In Between

The English philosopher Bertrand Russell used to tell a story about his visit to China in the 1920s. He was greatly taken by the country, and so he asked the President of the country's leading university whether he could apply for a faculty job. The President was delighted, and asked him whether he was principally a mathematician, or principally a philosopher. Russell thought about it, and finally said that he was neither, as he was interested in the dialogue between the two disciplines. The President shook his head, and said, "Sorry, you can either be a mathematician, or a philosopher, but you can't stand on the cracks in between."

The problem, as Russell pointed out, is that "standing on the cracks" is where all the action is. Something must be done to break down that compartmentalization of expertise. The environmental problems we face, for example, are not scientific and technological. They are political, social, and economic. These problems cannot be understood within the fragmented methodologies that are characteristic either of our academic disciplines or of our neatly separate government agencies. Science, public policy, and social consensus must converge to make planetary survival politically popular.

You Can Accomplish Anything in the World as Long as You Don't Need the Credit

I have long believed in the power of one. One person can make a difference. That's not just wide-eyed optimism and altruism. It comes from conviction of right action that fills one with power —not "power over" but "power to." I saw a delegate from Africa who during the heat of a prolonged procedural debate amongst two developed countries proudly rose to remind us of the African proverb "when two elephants fight the grass suffers." I remember the man from Bangladesh, who upon hearing that many communities of the world used 200 times more energy per head than his people did, dared to ask why. "Why are their wants more important than our needs to survive?"

I heard of a group of aboriginal women in Manila who set up a zone of peace for their community. They had faced years of murders at the hands of both the guerrillas and the army. Finally, the villagers had had enough. They drew a map of their village and put a circle around it, declared that area a zone of peace, announced to the guerrillas and the army that no one was to enter that zone carrying weapons.

There are now 10 zones of peace and most have held for more than three years. What is the power of unarmed peasants that they have stopped those years of slaughter?

And then there were the children, who at a recent meeting on consumption patterns suggested that we should act more as human beings and not like "human havings." Human havings are dependent on the power and status people would recognize in you if you have more cars, bigger homes, whatever. But if you can accept that you're a human being, then you just are.

Wanting the credit is the hardest part — ego investment in power and control over others rather than concern for the result. When I am convinced that only I have the solution, I bring limits to my vision. It is not easy to give up the credit. It requires conscious work to catch oneself holding out — and then a certain amount of pain in letting go — in trusting others to have a measure of intelligence and creativity.

You Can't Save the World by Yourself

It won't work if you don't have people with you. And you'll burn out if you're isolated.

A group of students was in New York for the UN Special Session on Disarmament in 1988. A senior Canadian military attaché in conversation with one of the students said, "Well you can say what you want, but I can tell you that nuclear deterrence has kept us from nuclear war for 40 years." The student raised his eyebrows and said politely, "That's Ernie and Bert reasoning." "I beg your pardon?" said the attaché. "You know – Sesame Street. Ernie is holding a banana in his ear and Bert comes along. 'Hey Ernie,' he says, 'why have you got a banana in your ear?' Ernie answers, 'It's to keep away the tigers.' 'Come on Ernie there are no tigers here.' To which Ernie responds, 'See, it really works!'"

The military doesn't have all the answers, for that matter neither do students. Marshall McLuhan was right when he said, "There are no passengers on Spaceship Earth. Everybody's crew!" We're all needed!

After Enlightenment —The Laundry

I am impatient. We must move to action, turning statements of intent into reality. The most important thing at the end of the day is to be sure that we continue to do the doing. Otherwise, words and concepts like "sustainable development" run the risk of joining the catalogue of good intentions, which caught the imagination and fired the enthusiasm of the world community, were consequently marked for priority attention by policy and decision makers, only to pass from centre stage as the political momentum fades.

Just Because You're Saving the World Doesn't Mean You Can't Have Fun

A friend of mine has a coffee mug that says "All I really want out of life are world peace and thin thighs. Actually I don't care that much about world peace." She wrote about the mug in a letter to a Russian friend in Moscow. He wrote back "Why would anyone want thin thighs?" What I have to remember is that it's the environmental problems, the problems of shelter I have to take seriously, not myself.

Know When You've Been Blessed

The time-honoured counsel to count your blessings is good advice. I find that the problem is that I often can't tell which are the blessings. Sometimes, what seems to be a terrible experience turns out to be rich with love and humour.

This past year, as I've tackled challenges beyond any I'd ever experienced, I was able to draw upon a reservoir of strength, common sense, and risk-taking that was surely shaped by life on the Prairies. For that I'm eternally grateful. My most basic assumptions about people and organizations have come into question. As one of my senior staff was senselessly murdered, exposing both corruption and disregard for human life, I discovered that inner strength to nurture those who grieved while keeping focussed on a more acceptable future. When the intense and hurtful politics of the United Nations leaves me wondering if real change is possible or if this job can be done, an inner serenity gives me pause for energy to rebound.

The challenges could easily lead to paralysis: the challenge of the environmental and human settlements issues; the challenge of the United Nations system; and the challenges of life in Nairobi. But from this sheltered cocoon that is Saskatchewan, I am nourished by a university that demanded excellence, by teachers that had a world view, by parents who gave me the confidence to stretch and grow.

I have been blessed – and so are you. We Canadians are so fortunate — with our wealth of natural resources, our relative stability, and our respect for each other as human beings. That is not common to the rest of the world.

So what now? As for me, I believe that ultimately we must see ourselves as planetary citizens with a political allegiance to our own country but with an awareness that it is the shared Earth that gives us life. No country stands alone - no matter how diminutive or how distant.

I believe in the words of Vaclev Havel:

> There is only one way to strive for decency, reason, responsibility, sincerity, civility and tolerance and that is decently, reasonably, sincerely, civilly and tolerantly. I have few illusions, but I feel a responsibility to work towards the things I consider good and right. I don't know whether I'll be able to change certain things for the better or not at all. There is only one thing I will not concede: that it might be meaningless to strive in a good cause.

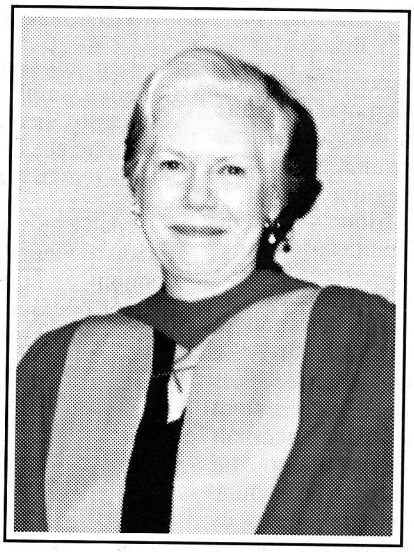
Above all, I want to realize the potential of the organizations in my care, HABITAT and UNEP, as instruments of peace.

To you go my very best wishes. May you experience awakening, realism, courage, and hope. May you seek the human dimension in all things. And may you, in the words of Hemingway — really live, not just let your life pass.❦

Au travail

Au travail — La vie d'une économiste familiale

Elizabeth Dowdeswell



Elizabeth Dowdeswell est née dans le comté d'Antrim, en Irlande du Nord, et a été élevée dans un milieu qui accorde une grande importance aux réussites scolaires. À cinq ans, elle émigra au Canada avec sa famille — son père, Desmond Patton, un ministre de l'Église unie, et sa mère, Annette Patton, professeure de musique et de diction; tous trois s'installèrent dans le sud de la Saskatchewan. Au cours de son enfance, Elizabeth subit les influences communes à tous les enfants habitant dans les petites villes de cette région; elle participa aussi activement à la vie de sa communauté. Elle aimait beaucoup la musique et fit partie de la chorale de l'Université de la Saskatchewan, les Greythorne Singers.

Alors qu'elle suivait ses cours en économie familiale et travaillait pour l'obtention de son diplôme en enseignement de l'Université de la Saskatchewan, elle donna des cours à titre de spécialiste 4-H, de mai à septembre, chaque année. Elle commença une carrière d'enseignante et de conseillère en orientation à la *Swift Current Comprehensive School;* après avoir terminé sa maîtrise en science du comportement, en 1972, elle fut embauchée comme conseillère en éducation des consommateurs au sein du ministère de l'Éducation de la Saskatchewan et y agit à titre d'ombudsman des droits de la personne; par la suite, elle fut nommée responsable des questions relatives à l'éducation tant à l'échelon fédéral que provincial.

En 1982, elle s'installait à Ottawa pour travailler d'abord au Conseil du Trésor et ensuite à Environnement Canada. Après avoir assumé la direction du bureau de l'Ontario du ministère de l'Environnement, elle devint sous-ministre adjointe au Service de l'environnement atmosphérique et participa à la mise en oeuvre de services collectifs tels que Info-Ozone et l'indice de rayonnement UV-B. Ce travail exigeait une participation à la vie communautaire de même qu'une compréhension des aspects socio-économiques de la transformation du globe. Elle fut nommée représentante du Canada au sein de l'Organisation météorologique mondiale et fut la principale déléguée du Groupe intergouvernemental d'experts sur l'évolution du climat au Sommet Planète Terre, à Rio de Janeiro, en 1992. Six mois plus tard, elle était nommée directrice générale du Programme des Nations Unies pour l'environnement (PNUE) et directrice générale du Programme HABITAT des Nations Unies. À titre de sous-secrétaire de M. Boutras-Boutras Ghali, secrétaire général actuel des Nations Unies, elle occupe le rang le plus élevé parmi tous les Canadiens et parmi les quelques femmes nommées aux postes hiérarchiques supérieurs des Nations Unies.

En mai 1994, Elizabeth Dowdeswell reçut un doctorat honorifique en droit de l'Université de la Saskatchewan. Madame Gwenna Moss, qui lui présentait officiellement ce grade honoris causa, précisa entre autres :

> «À Rio, à titre de coprésidente d'un groupe de travail de la Convention-cadre des Nations Unies sur les changements climatiques, elle a su, par son leadership, confirmer la position du Canada au premier plan du développement mondial durable. Pendant les négociations, Mme Dowdeswell a insisté sans relâche pour qu'on trouve des solutions innovatrices et solides. Elle nous a frappés par sa grande capacité d'aller chercher la participation de personnes dont les opinions étaient souvent très divergentes et parfois opposées, d'arriver à trouver des solutions mutuellement acceptables... Il ne fait aucun doute que bien des nations sont d'accord avec elle sur le fait que le PNUE doit jouer le rôle de catalyseur pour le développement durable et non se limiter à la protection de l'environnement, et que pour toute nation, riche ou pauvre, un environnement sain et une économie saine demeurent étroitement liés.»

La *Revue canadienne de l'économie familiale* est heureuse d'avoir reçu la permission de publier les extraits suivants du discours prononcé par Madame Dowdeswell à la collation des grades.

Si j'étais à la tête du monde.

Un de mes poèmes préférés pour enfants a été écrit par Judith Viorst. Il s'intitule

If I were in Charge of the World (si j'étais à la tête du monde).

Si j'étais à la tête du monde
Je ferais disparaître le gruau
Les lundis matins
Les piqûres contre les allergies, et aussi
Sara Steinberg [trad.]

... (et quatre autres versets).

J'espère que certains d'entre vous voulez être à la tête du monde. J'espère qu'il vous reste, aujourd'hui, un peu de cet optimisme et de cette énergie propres aux enfants. J'espère qu'au début de cet incroyable voyage, vous vous souviendrez de ces paroles de Margaret Atwood : Si vous cessez d'imaginer l'utopie, vous vous embourbez dans le présent.» [trad.]

Parce que notre monde a besoin d'aide.

...Des problèmes globaux difficiles à résoudre, l'inaction des grandes puissances, l'arrogance de l'ignorance et une force incroyable nous entraînant vers la médiocrité, tout cela a réussi à paralyser le monde. Certains en parlent comme d'une crise aigüe d'arthrite stratégique. Même la faible lueur d'espoir qui se dégage de l'Afrique du Sud ne réussit pas à faire oublier l'horreur et la brutalité du Rwanda.

Et maintenant nous saisissons mieux le vrai problème de protéger et de restaurer la biosphère, et celui de répondre aux besoins essentiels de tous les peuples de la terre. La survie de la race humaine est dangereusement menacée. Les faits le prouvent. Les activités humaines représentent actuellement le plus puissant facteur de changement sur cette planète. Chaque année, nous déchaînons l'énergie qui a pris plus de 100 millions d'années à être créée comme combustibles fossiles. La somme d'énergie que nous produisons est plus élevée que celle que procure le soleil à notre planète. Nous défrichons et inondons plus de terres que ne l'ont fait des désastres naturels depuis des siècles. Nous sommes maintenant plus de 5 milliards sur cette planète. Chaque onze années, nous ajoutons un milliard de bouches à nourrir. Et comment arrivons-vous à répondre aux besoins des 5 milliards aujourd'hui?

Depuis plusieurs décennies, les pays pauvres s'appauvrissent de plus en plus, et les riches, comme nous, s'enrichissent. Nous comptons pour 20 % de la population mondiale; pourtant, nous, du monde industrialisé, consommons 80 % des ressources du monde et créons un pourcentage équivalent de la pollution terrestre.

Au cours de ses cinquante années d'existence, la méthode collaborative adaptée par l'ONU en matière de paix a connu d'importants succès. Grâce à ces expériences, le monde a appris à se fier au multilatéralisme comme un des moyens les plus prometteurs pour atteindre des résultats intéressants et durables. Jamais, dans toute notre histoire, on n'a autant fait appel au multilatérisme pour assurer la paix sur autant de fronts.

En règle générale, nous voyons la paix comme une libération de la guerre. Il est clair que, lorsque nous levons nos armes contre d'autres, nous ne sommes pas en paix. Mais nous ne sommes pas plus en paix lorsqu'il n'y a rien à manger. Lorsqu'il n'y a pas de logements adéquats. Lorsque nous sommes malades et que nous ne pouvons nous faire soigner. Lorsque nous sommes pauvres et sans espoir de pouvoir échapper à cette pauvreté. Vu de cette façon, on ne peut pas dire que des millions de nos soeurs et frères sur cette planète sont en paix.

Quel fardeau pour vous, nouveaux diplômés et nouvelles diplômées! Quels conseils peut vous donner une activiste et une optimiste endurcie? Qu'est-ce qui peut nous inspirer? Qu'est-ce qui peut nourrir notre passion? Je ne veux pas vous donner l'impression que je connais toutes les réponses. Je vous demande tout simplement d'écouter mes conseils, que je vous donne comme une personne qui a eu l'énorme chance d'être en excellente santé, débordante d'énergie, dotée d'une curiosité insatiable, habilitée par ses collègues, appuyée incommensurablement par sa famille et ses amis, et énergisée par une richesse d'expériences.

Attendez-vous à l'inattendu

J'en suis arrivée à la conclusion qu'il n'existe aucune directive simple à suivre pour savoir comment réagir et agir dans notre époque tumultueuse. C'est pourquoi le conseil le plus judicieux que je puisse vous donner est de vous attendre à l'inattendu, d'apprendre à vivre avec l'ambiguïté.

Pendant presque toutes mes années de vie professionnelle, j'ai dû répondre à des questions du genre «Qu'est-ce qu'une économiste familiale comme vous fait à la tête du service météorologique du Canada?» (En fait, je suis tentée de me demander aujourd'hui «Comment une femme qui a eu tant de difficultés à réussir en physique peut-elle recevoir un doctorat honorifique?») La réponse, c'est que personne n'écrit des avis d'emploi sur mesure. Personne ne peut déterminer une série de circonstances qui coïncident avec vos besoins, vos désirs ou habiletés à un moment précis de votre vie.

Nous continuons à nous poser les mauvaises questions. Nous nous demandons par quels moyens nous allons parvenir à fournir une assurance santé convenable, compte tenu des coûts élevés des traitements médicaux. Nous devrions plutôt nous demander pourquoi les gens tombent malades. Que veut dire bien-être? La question n'est pas de savoir comment nous pouvons contrôler l'environnement, mais bien comment nous pouvons apprendre à vivre comme faisant partie de cet environnement. Nous ne pouvons plus invoquer notre façon traditionnelle de penser et de réagir pour relever les défis de notre époque; il nous faut concevoir des perceptions nouvelles et innovatrices.

Se tenir entre deux chaises

Le philosophe britannique, Bertrand Russell, aimait raconter l'anecdote suivante au sujet de sa visite en Chine dans les années 1920. Très impressionné par ce pays, il demanda au président de la principale université de la Chine s'il pouvait poser sa candidature pour un poste de professeur. Le président en fut ravi et lui demanda s'il se considérait principalement comme mathématicien ou principalement comme philosophe. Russell y réfléchit et avoua finalement qu'il n'était ni l'un ni l'autre, puisque ce qui l'intéressait surtout, c'était le dialogue entre ces deux disciplines. «Je regrette, répondit le Président en hochant la tête; ou bien vous êtes un mathématicien, ou bien vous êtes un philosophe. Chose certaine, c'est que vous ne pouvez vous tenir entre deux chaises.»

Le problème, comme le soulignait Russell, c'est que c'est justement «entre les deux chaises» que les choses bougent. On doit tout faire pour que cesse cette compartimentalisation ou ce cloisonnement des compétences. Les problèmes environnementaux auxquels nous devons faire face, par exemple, ne sont ni scientifiques ni technologiques. Ils sont politiques, sociaux et économiques. Nous ne pouvons saisir toute la portée de ces problèmes si nous avons recours aux méthodologies fragmentées propres à nos disciplines universitaires ou à nos différents organismes gouvernementaux, eux-mêmes si clairement distincts les uns des autres. Les sciences, les politiques publiques et le consensus social doivent converger afin de rendre la survie de la planète politiquement populaire.

Vous pouvez accomplir tout ce que vous voulez au monde à condition de ne pas vous attendre à être reconnu

Je crois depuis fort longtemps au pouvoir d'une personne. Une seule personne peut faire toute la différence. Ce n'est pas non plus faire preuve d'optimisme exagéré ni d'altruisme que d'affirmer cela. Cela découle de la conviction qu'un bon geste engendre le pouvoir — pas le pouvoir «sur» quelqu'un ou quelque chose, mais le pouvoir «de» faire quelque chose. Je me souviens d'avoir vu un délégué de l'Afrique se lever en plein milieu d'un long et vif débat sur des procédures pour nous rappeler un proverbe africain qui dit : «Quand deux éléphants se battent, l'herbe en souffre.» Je me souviens également d'un homme du Bangladesh qui, après avoir appris qu'un grand nombre de pays du monde utilisait 200 fois plus d'énergie par personne que son propre peuple, osa demander pourquoi. «Pourquoi leurs désirs sont-ils plus importants que nos besoins pour survivre?»

J'ai entendu parler d'un groupe de femmes autochtones à Manille qui ont délimité une zone de paix à l'intérieur de leur communauté. Depuis bien des années, elles avaient été témoins de meurtres commis par les guérillas et par l'armée. Les villageoises en eurent finalement assez. Elles dressèrent une carte de leur village et l'encerclèrent, en déclarant que cette région était dorénavant une zone de paix; puis elles avertirent les guérillas et l'armée que cette zone était interdite à toute personne portant une arme. Il existe maintenant 10 zones de paix et la plupart résistent depuis plus de trois ans. Quel pouvoir détiennent donc ces paysannes non armées, pour avoir réussi à mettre un frein à des années de massacre?

Il y a aussi ces enfants, qui lors d'une récente assemblée sur les habitudes de consommation, ont suggéré que nous agissions davantage comme des êtres humains et non comme des «avoirs humains». Des avoirs humains s'appuient sur le pouvoir et sur le statut qu'on leur reconnaît lorsqu'ils possèdent beaucoup d'autos, des maisons de plus en plus grandes, et tout le reste. Mais, si vous acceptez d'être un «être humain», alors vous êtes, tout simplement.

Vouloir qu'on vous reconnaisse pour le travail accompli, voilà ce qui est le plus difficile. Il s'agit d'un investissement de l'ego dans l'autorité et le contrôle exercés sur d'autres plutôt que d'une concentration sur les résultats. Lorsque je suis convaincue que je suis la seule à détenir la solution, je limite ma perspective. Ce n'est pas facile de renoncer à la reconnaissance des autres. Il faut avoir beaucoup réfléchi et avoir travaillé sur soi pour pouvoir résister à la tentation de ne pas démordre de ses idées, et il faut être prêt à souffrir un peu lorsqu'on décide de lâcher prise pour faire confiance aux autres, lorsqu'on accepte que les autres peuvent être intelligents et créatifs.

Vous ne pouvez pas sauver le monde tout seul

Ça ne marchera pas si vous faites cavalier seul. Et vous risquez de vous épuiser si vous vous isolez.

Un groupe d'étudiants s'était rendu à New York, en 1988, pour assister à la Session extraordinaire de l'Assemblée générale des Nations Unies consacrée au désarmement. Lors d'une conversation avec un de ces étudiants, un attaché militaire canadien haut gradé déclara : «Et bien, vous pouvez dire ce que vous voulez, mais moi je peux vous affirmer que la dissuasion nucléaire nous a protégés contre une guerre nucléaire depuis 40 années.» À ces mots, l'étudiant perplexe lui fit poliment la remarque suivante : «Voilà un raisonnement à la Ernie et Bert.» «Je vous demande pardon?», répondit l'attaché. «Oui, vous savez, l'émission Sesame Street. Ernie tient une banane dans son oreille et Bert arrive sur l'entrefaite. "Hé! Ernie, dit-il, pourquoi as-tu une banane dans ton oreille?" Ernie répond : "Pour éloigner les tigres." "Voyons, Ernie, tu sais bien qu'il n'y a pas de tigres ici." Et Ernie de répondre : "Tu vois, ça marche vraiment!"»

Les militaires n'ont pas réponse à tout, pas plus que les étudiants. Marshall McLuhan affirmait avec raison qu'il n'y a pas de passagers dans le vaisseau spatial Terre. Tout le monde fait partie de l'équipage! On est tous nécessaires!

Après l'inspiration, l'action

Je suis impatiente. Nous devons agir, traduire nos énoncés d'intentions en gestes réels. Ce qui importe le plus à la fin de la journée, c'est d'être convaincu qu'on va continuer à agir. Sinon, tous les mots et les concepts tels que «développement durable» risquent de s'ajouter à la longue liste des bonnes intentions qui captent l'imagination et suscitent l'enthousiasme de la collectivité mondiale, qui sont classées prioritaires par les grands décideurs et stratèges, et qu'en fin de compte on relègue au dernier plan à mesure que l'élan politique s'estompe.

Vous pouvez sauver le monde et avoir du plaisir

Une de mes amies possède une grosse tasse à café sur laquelle on peut lire : «Tout ce que je veux vraiment, c'est la paix dans le monde et des petites cuisses. En réalité, ce n'est pas la paix dans le monde qui me préoccupe le plus.» Comme elle avait décrit sa tasse dans une lettre à un ami en Russie, ce dernier lui répondit : «Pourquoi une personne voudrait-elle des petites cuisses?» Ce qu'il y d'important à retenir dans tout ceci, c'est que ce sont les problèmes environnementaux, les problèmes de logement qu'il faut prendre au sérieux, et non soi-même.

Sachez apprécier ce que vous avez

Il faut savoir apprécier ce qu'on a : c'est ce qu'on nous répète depuis longtemps. À mon avis, c'est un conseil très sage. Mon problème, par contre, c'est que je n'arrive pas toujours à cerner ce que j'ai. Parfois, ce qui m'apparaît comme une terrible épreuve se révèle comme une expérience riche d'amour et d'humour.

Au cours de la dernière année, j'ai fait face à des défis bien au delà de tout ce que j'avais vécu jusqu'ici. Pourtant, j'ai réussi à aller puiser dans mon réservoir d'énergie, de bon sens et de goût du risque que ma vie dans les Prairies m'a aidée à bâtir. J'en suis éternellement reconnaissante. J'ai remis en question jusqu'à mes hypothèses les plus élémentaires au sujet des gens et des organismes. Devant le meurtre insensé d'une de mes cadres supérieurs, devant toute la corruption et le mépris de la vie humaine que m'a révélés cette pénible épreuve, je me suis découvert une force intérieure qui m'a permis de prendre soin des personnes affligées par ce meurtre tout en demeurant axée sur un avenir plus acceptable. Lorsque les politiques sévères et nocives des Nations Unies me laissent perplexe face à l'éventualité d'une vraie transformation ou me font me demander s'il est possible d'accomplir ce travail, ma sérénité intérieure me permet de m'arrêter et de trouver l'énergie de rebondir.

Les défis peuvent facilement entraîner la paralysie : le défi suscité par les questions de l'environnement et des établissements humains; le défi suscité par le système des Nations Unies; les défis de la vie à Nairobi. Mais depuis ce cocon protégé qu'est la Saskatchewan, je suis nourrie par une université qui exigeait l'excellence, par des professeurs qui avaient une vision du monde, par mes parents qui m'ont donné la confiance de grandir et de m'épanouir.

J'ai eu de la chance, et vous aussi. Nous tous, Canadiennes et Canadiens, quelle chance nous avons de disposer de tant de richesses naturelles, de jouir d'une certaine stabilité, de connaître ce respect que nous avons les uns pour les autres en tant qu'êtres humains. Ce n'est pas monnaie courante dans le reste du monde!

Quoi faire maintenant? Quant à moi, je crois que nous devons nous voir, finalement, comme des citoyens planétaires, démontrant une allégeance politique envers notre propre pays, mais aussi prenant conscience que c'est en partageant la Terre qu'on survit. Aucun pays ne peut s'isoler-- si petit et si éloigné soit-il.

Je crois dans ces paroles de Vaclev Havel :

«Il n'y a qu'une façon d'arriver à être décents, raisonnables, responsables, sincères, polis et tolérants, et c'est en agissant de façon décente, raisonnable, sincère, polie et tolérante. Je conserve peu d'illusions, mais je sens que je suis responsable envers ce que je considère bon et bien. Je ne sais pas si j'arriverai à améliorer certaines choses, un peu ou pas du tout. Je sais par contre qu'il y a une chose que je n'accepterai jamais : que c'est insensé de travailler pour une bonne cause.» [trad.]

Par dessus tout, je veux réaliser le potentiel des organisations dont je suis responsable, HABITAT et PNUE, comme instruments de paix.

Je vous offre, à toutes et à tous, mes meilleurs voeux. Je vous souhaite la chance de vous ouvrir les yeux, de vivre la réalité, de développer votre courage et de raffermir votre espoir. Je vous souhaite de chercher la dimension humaine dans tout. Et puissiez-vous, comme l'exprimait si bien Hemingway, vraiment vivre, et non vous laisser vivre.❦

Association canadienne d'Économie familiale

L'Économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des ressources, l'économie de la consommation, les aliments et la nutrition, l'habillement et les textiles, l'habitat et l'esthétique. L'Economie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences, et des arts en vue d'aider la population dans la vie de tous les jours.

Code de déontologie

En qualité d'économiste familiale et de membre de l'Association canadienne d'économie familiale, je m'engage â pratiquer l'économie familiale aux mieux de mes competences et à:

1. Appuyer le mission de l'Économie familiale, qui consiste à améliorer la qualité de la vie quotidienne des personnes et des familles.
2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec integrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifiée.
5. Informer le public et mon employeur des effets possibles des services, des produits et des politiques pouvant influer sur le bien-être des personnes et des familles.
6. M'efforcer de porter des jugements et de recommander des solutions de façon rationnelle, juste et impartiale quand il est question de confidentialité et de conflits d'intérêt.
7. M'efforcer de protétger le public si des collègues et des professionnels de ma spécialisation font prevue d'incompétence ou manquent à la déontologie.
8. M'efforcer de traiter la clientèle et mes collègues dan un esprit d'équité et de coopération.
9. Garder des normes élevées de pratique professionelle grâce à la formation permanente, à une réflexion objective touchant l'expérience professionnelle, et au dialogue dans mon milieu professionnel.
10. Réfléchir objectivement sur les conditions optimales nécessaires à la santé et au bien-être des personnes.
11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

Abstracts of Current Literature

*compiled by **Nancy E. Reddin***

Clothing and Textiles/Textiles et habillement

Linkages between attitudes toward gender roles, body satisfaction, self-esteem, and appearance management behaviors in women.

Lennon, S.J. & Rudd, N.A. (1994)
Family and Consumer Sciences Research Journal, 23(2), 94-117.

The purpose of this research was to examine possible linkages between attitudes toward gender roles, body satisfaction, self-esteem, and appearance management behaviors. Results of a survey of 194 undergraduate women indicated that women holding nontraditional attitudes toward gender roles had higher self-esteem (*p*.01), but not body satisfaction, than women holding traditional attitudes toward gender roles. A *post hoc* analysis indicated that body satisfaction and a nontraditional attitude toward gender roles predicted high levels of self-esteem (*p*.0001 and *p*.01, respectively), whereas the likelihood of using painful appearance management procedures predicted low levels of self-esteem (*p*.05). Suggestions are offered for adult education and for socially responsible marketing practices for appearance-related products.

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Protection of humans from ultraviolet radiation through the use of textiles: A review.

Capjack, L., Kerr, N., Davis, S., Fedosejevs, R., Hatch, K.L. & Markee, N.L. (1994)
Family and Consumer Sciences Research Journal, 23(2), 198-218.

One of the growing concerns of the present decade is the health risk associated with exposure to ultraviolet radiation (UVR) and its link with problems such as carcinogenesis, cataracts, sunburn, and photoaging. For protection from UVR, medical experts recommend avoiding exposure, using sunscreens, donning hats, and covering up with clothing. Research on the solar-protective value of clothing, however, still leaves many questions unanswered. This review of literature identifies the need for appropriate protection from the sun, especially for children, and the benefits of clothing as protection. The methods and difficulties associated with assessing the UVR protection and the definition of the sun protection factor (SPR) of clothing are outlined and discussed. Studies using in *vivo*, radiometric, and spectrophotometric methodologies to assess the UVR transmission through fabrics are examined. Fabric variables, identified in the literature, that have been found to affect UVR transmission values are discussed.

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Supplementary listing of articles:

Environmentalism and consumers' clothing disposal patterns: An exploratory study. Shim, S. (1995) *Clothing and Textiles Research Journal, 13*(1), 38-48.

Wettability of nonwoven fabrics: Effect of laundering on water absorption. Kwon, Y.A. & Sarmadi, A.M. (1995) *Clothing and Textiles Research Journal, 13*(1), 17-29.

Clothing and human values: A two-dimensional model for measurement. Sontag, M. S. & Schlater, J. D. (1995) *Clothing and Textiles Research Journal, 13*(1), 1-10.

Family/Consumer Studies
La Famille/Consommation et gestion

Empirical evaluation of relationships in a proposed perceptive-boundaries paradigm.

McCray, J.W., Conley, R., Weber, M.J. & Ha, M. (1994)
Family and Consumer Sciences Research Journal, 23(2), 135-165.

This article presents an evaluation of relationships in the perceptive-boundaries paradigm. The paradigm encompasses previous work in sociopsychological aspects of housing and provides a conceptual basis for integrating prior findings into a holistic model. Perception of adequate housing is based on culture, experiences, norms, and values. Perceptions are believed to filter one's view of the housing environment and influence both housing preferences and housing satisfactions. Relationships and linkages are explored between family, neighborhood, and housing characteristics and the satisfaction and preference variables. Three of the five null hypotheses tested were rejected in full, and two were rejected in part. Complete evaluation of the model requires multivariate analyses of the overall relationships. Analyses reported in this article support the potential usefulness of the framework and provide a foundation for more powerful analyses of the theoretical model.

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The relationship of gender and family environment to eating disorder risk in adolescents.

Felker, K.R. & Stivers, C. (1994)
Adolescence, 29(116), 821-834.

Incidence and prevalence rates of both anorexia nervosa and bulimia among adolescents have steadily increased during the past decade. The purpose of this study was to examine the relationship of gender and family environment to the risk of developing anorexia nervosa or bulimia in adolescents. The Family Environment Scale (FES; Moos & Moos, 1981) and the Setting Conditions for Anorexia Nervosa Scale (SCANS; Slade, Phil, &Dewey, 1986) were used to measure select components of family environment and risk of developing anorexia nervosa or bulimia, respectively. Data were collected from 393 students attending a private secondary boarding school located in central New Jersey. Subjects represented 35 states and 25 countries, had a mean age of 16.3 years, were predominantly Caucasian (75.6%) with a Catholic (27.5%) or Protestant (26.5%) affiliation, and reported a family income in excess of $50,000 (63.9%). Multiple regression using a unique approach revealed a significant relationship between family environment and the risk of developing anorexia nervosa or bulimia in adolescents (p.01). The FES subscale of expressiveness was the only subscale found to have a significant relationship with the risk of developing anorexia nervosa or bulimia. Female subjects displayed a greater risk than did males (p.01). Finally, no significant interaction was found between family environment and gender on the risk of developing anorexia nervosa or bulimia in adolescents. Simple correlation of the FES subscales was conducted by means of Pearson product moment and results indicated that lower cohesion, expressiveness, and organization were significantly associated with greater eating disorder risk (p.01). Lower independence was significantly associated with increased eating disorder risk, but to a lesser degree (p.05). Greater conflict (p.01) and control (p.05) were significantly associated with greater eating disorder risk.

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Attitudes toward marriage and premarital sexual activity of college freshmen.

Salts, C.J., Seismore, M.D., Lindholm, B.W. & Smith, T.A. (1994)
Adolescence, 29(116), 775-799.

In order to explore the relationship between attitudes toward marriage and premarital sexual activity, 143 male and 198 female college freshmen were administered a general information questionnaire and a modified version of Hill's (1951) Favorableness of Attitudes Toward Marriage Scale. It was found that females had more favorable attitudes toward marriage than did males. It was also found that virgins had more favorable attitudes toward marriage than nonvirgins who had multiple sex partners. Scores for nonvirgins who had only one sex partner fell between those for virgins and nonvirgins who had multiple sex partners. The interaction of gender and group status (i.e., virgins, nonvirgins with only one partner, and nonvirgins with multiple partners) was not significant.

Reprinted with permission from *Adolescence.*

Gender socialization of adolescents in the home: Research and discussion.

Peters, J.F. (1994) *Adolescence, 29*(116), 913-934.

While gender socialization and practice have been investigated in education, work, and children within the family, there has been minimal research on adolescents and parents. The present research focused on male and female adolescents' perceptions of their mothers' and fathers' behavior in six common family routines: allowances, gifts, use of the family car, curfew, and chores inside and outside the home. Data were gathered from 448 senior high school students. Gender-equal behavior toward sons and daughters was clearly evident in the parental practice of allowances and gift giving, and less evident in permission to use the family car. Traditional behavior was strongly evident in sons' performing outside chores and, to a lesser degree, in daughters' keeping an earlier curfew and doing more inside chores. Fathers were more traditional than mothers in allowance and gift giving to sons, and less traditional than mothers in giving sons permission to use the car. It is evident from the perspective of the teenager, that stereotypical gender roles are being perpetuated in North American home life.

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Foods and Nutrition/Alimentation et nutrition

Patterns of calcium intake among French-Canadians living in Montreal.

Mailhot, M., Ghadirian, P., Parent, M-E., Goulet, M-C. & Petitclerc, C. (1994)
Canadian Journal of Public Health, 85(4), 351-356.

In order to determine calcium intake, 1,450 French-Canadians of both sexes, all age groups and various socio-economic status, were recruited in Montreal and Laval using a stratified randomized selection. One thousand and sixty-five (73%) subjects completed food records: 82.4% for a period of seven days, the others for periods varying from one to six days, providing 6,590 days of food records. Subjects ranged in age from one month to 95 years with a mean age of 35.1 years. No seasonal variation in calcium intake was observed. On average, men consumed more calcium than women. This difference was significant for age groups 13 to 15, 19 to 24 and 25 to 49 (p0.05). Women's diets, however, had a higher calcium density than those of men, except among 10- to 15-year-olds. Mean calcium intake exceeded the RNI for the Canadian population in all age groups except females aged 10 to 15 years, and both men and women aged 50 years and over. The results of this study suggest that those in the study region most at risk for insufficient calcium intake are adolescent females and older men and women.

Dans le but de déterminer l'apport en calcium, 1 450 sujets canadiens-français des deux sexes, de tous les groups d'âge et de statuts socio-économiques variés furent recrutés sur l'Île de Montréal et Laval utilisant une sélection aléatoire stratifiée. 1 065 (73 %) sujets ont complété des journaux alimentaires: 82,4 % pour une période de sept jours, les autres pour des périodes variant de un à six jours, fournissant 6 590 jours analysables. L'âge moyen des sujets était de 35,1 ans, s'étalant de un mois à 95 ans. Il n'y avait pas d'effet saisonnier sur le niveau de consommation de calcium. En moyenne, les hommes consommaient plus de calcium que les femmes et cette différence était significative chez les groupes d'âge de 13 à 15 ans, de 19 à 24 ans et de 25 à 49 ans (p0,05). Cependant, la diète des femmes avait une densité plus élevée en calcium que celle des hommes exception faite des adolescentes (10 à 15 ans). Chez tous les groupes d'âge étudiés, la consommation moyenne de calcium excédait les apports nutritionnels recommandés (ANR) pour la population canadienne, sauf chez les adolescentes âgées de 10 à 15 ans et les hommes et femmes âgés de 50 ans et plus. Les résultats de cette étude suggèrent que, dans la région étudiée, ceux qui soux les plus à risque l'apport calcique sont les adolescentes et les hommes et femmes qui ont dépassé la cinquantaine.

Reprinted with permission from *Canadian Journal of Public Health.*

The high cost of a nutritionally adequate diet in four Yukon communities.

Wein, E. E., (1994)
Canadian Journal of Public Health, 85(5), 310-312.

The cost of purchasing a nutritionally adequate diet in four Yukon communities was examined, based on the 46 food items and quantities of the federal government's Northern Food Basket. In Old Crow, unit purchase prices were on average 250% of those in Edmonton, while in three southern Yukon communities, unit purchase prices were about 125% of those in Edmonton. In quantities needed to meet weekly nutrient needs of a family of four, the cost in Old Crow was 320% of that in Edmonton, while in three southern Yukon communities, it was 140%. It appears that due to financial necessity, Yukon aboriginal people need continuing access to traditional food resources (wild game animals, birds, fish and berries). Since the Northern Food Basket does not include any traditional foods, it alone is of limited acceptability to these people. The high cost of marketed food and the role of traditional foods in contemporary diets should be considered in giving dietary advice and in determining food allowances in social assistance programs.

Le prix d'achat de la nourriture requise pour une alimentation suffisante à été examiné pour quatre communautés dans le Yukon, à partir des 46 produits suggérés par le gouvernement fédéral dans la ration alimentaire du "Northern Food Basket". Dans la communauté de Old Crow, les prix etaient en moyenne 250 % plus élevés que les prix des mêmes produits à Edmonton, tandis que dans les trois communautés dans le sud du Yukon, les prix étaient à 125% ceux d'Edmonton. Quant au coût d'acheter ces produits dans les quantités necessaires pour satisfaire les besoins alimentaires d'une famille de quatre, à Old Crow le coût s'élevait a 320% par comparaison avec Edmonton, tandis que dans les trois communautés dans le sud du Yukon, le coût était à 140%. Il paraît que les autochtones du Yukon, de nécessité, doivent continuer d'accéder leurs sources traditionnelles de nourriture (gros/petit gibier, poissons, baies) étant donné le coût élevé des aliments de marché. Puisque le "Northern Food Basket" ne comprend aucune portion d'aliments traditionnels, ce panier ne porte pas de grande valeur, puisqui'il n'est pas vraiment accepté en tant que ration alimentaire suffisante par le peuple autochtone. Le coût élevé des aliments de marché et le rôle des aliments traditionnels dans le régime alimentaire contemporain des peuples autochtones doivent ainsi être considérés en conseillant ces peuples sur les rations alimentaires, et en fixant les pensions alimentaires pour les programmes d'assistance sociale dans les communautés en cause.

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Improved body weight status as a result of nutrition intervention in adult, HIV-positive outpatients.

McKinley, M. J., Goodman-Block, J., Lesser, M. & Salbe, A. D. (1994)
Journal of the American Dietetic Association, 94(9), 1014-1017.

A total of 119 adult, HIV-positive outpatients at the New York Hospital (40% women, 60% men; mean age 35.2 years) were studied in this retrospective review to assess the effect of nutrition intervention on their weight. The adults were divided into an intervention group (42 patients) and a non-intervention group (77). The nutrition intervention, completed by a registered dietitian, included assessment of nutritional status (based on patient interviews, anthropometric data, laboratory data, medical diagnosis, drug and nutrient interactions, and psychosocial factors related to intake), counselling, and provision of nutrient supplements when appropriate. Results showed that gastrointestinal problems were more prevalent in the intervention group than in the non-intervention group; the majority of the adults in the non-intervention group were asymptomatic. Those who received nutrition intervention (35% of total number of subjects) gained a mean weight of 1.2 lbs. (deviation 11.2 lbs.) at follow-up (mean 12.9 months after initial assessment of weight), and those not receiving nutrition intervention lost a mean of 3.5 lbs. (deviation 12.8 lbs.) at follow-up (mean 20.9 months after initial assessment of weight). Of the intervention group, 62% maintained or gained weight, compared with 42% of the non-intervention group. Also, the intervention group showed a 1.3% increase in weight ratio, whereas the non-intervention group showed a 2% decrease. It can therefore be concluded that nutrition intervention has a positive effect in the maintenance of body weight in HIV-positive adults, and further attention should be given to the development of nutrition intervention services for these patients.

How children remember what they have eaten.

Domel, S.B., Thompson, W.O., Baranowski, T. & Smith, A. F. (1994)
Journal of the American Dietetic Association, 94(11), 1267-1272.

To determine whether students could accurately recall after 1 1/2 hours what they had eaten at lunch, 24 grade four children participated in one of two interview styles, integrated and non-integrated. Students who purchased their lunch were observed during their regular lunch period and then participated in an interview. Both types of interviews consisted of free reports without probes, followed by prompted reports. The information obtained was coded into 13 categories for analysis, and measures of performance including specific match rate, general match rate, intrusion rate, omission rate, and overall match rate were completed. "Accuracy" was considered the agreement between what was observed eaten and what was reported eaten. Most students could state how they remembered what they had eaten according to one or more of the retrieval mechanisms, which included imageries, practices, behaviour, labels and menus, and expected inquiry for both interview styles; however, fewer retrieval mechanisms were reported by children in the non-integrated interview. Overall match rates for free reports did not differ significantly for the two interview styles. Prompting increased accuracy in both interview groups, but to a greater extent in the non-integrated group. Omission rates for the free report also did not differ significantly for the two groups. Condiments were the item most frequently omitted, more frequently by the students in the integrated group. Prompting decreased the omission rates for both groups, but to a greater extent in the integrated interview group. Mean intrusion rates were not changed by prompting and were equal for both groups. The study concluded that both interview styles were capable of producing reports of similar accuracy, and the importance of a larger number of retrieval responses and caution in prompting responses is noted.

Lactose maldigestion and milk intolerance: A study in rural and urban Mexico using physiological doses of milk.

Rosado, J.L., Gonzalez, C., Valencia, M. E., Lopez, P., Palma, M., Lopez, B., Mejia, L. & Baez, M. del C. (1994)
The Journal of Nutrition, 124(7), 1052-1059.

This research looked at the incidence of lactose maldigestion and milk intolerance in three regions of Mexico, including 254 subjects from northern Mexico (mean age 14.1 years), 402 from central Mexico (mean age 15.8 years), and 270 from southern Mexico (mean age 14.3 years). Subjects were healthy and not on any medication including antibiotics. Carbohydrate absorption tests and breath collection and hydrogen analysis were conducted; as well, the effect of lactose maldigestion and milk intolerance on milk consumption, effectiveness of lactose-hydrolyzed milk in reducing these conditions, and response to lactulose were assessed. Rural populations consumed less milk than urban populations, and consumption in northern Mexico was highest. Subjects in central and southern Mexico who were highly lactose intolerant showed a slight reduction in milk consumption, but the same was not true for those in northern Mexico where lactose maldigestion occurs less frequently. There was no difference in lactose maldigestion between rural and urban populations. Only 4% of those subjects who consumed lactose-hydrolysed milk presented an increase in hydrogen excretion, 3.4% presented symptoms of intolerance, and 1.8% showed major symptoms of intolerance. There was a major decrease in lactose maldigestion after consumption of the lactose-hydrolysed milk, with subsequent elimination of clinical symptoms in the 151 subjects with mild symptoms and the 60 subjects with major symptoms. Of the lactose digesters, only 10% of subjects did not produce a high amount of hydrogen after administration of lactulose. In conclusion, this study found that lactose maldigestion occurs in 2–9% of children under 4 years of age, 9–43% of children more than 4 years old, and 16–33% of adults, but the promotion of milk consumption in this country should not be limited because of lactose maldigestion.

Iron, vitamin B-12, and folate status in Mexico: Associated factors in men and women during pregnancy and lactation.

Black, A.K., Allen, L.H., Pelto, G.H., deMata, M.P. & C.A. (1994)
The Journal of Nutrition, 124(9), 1179-1188.

This paper describes the prevalence of iron, folate, and vitamin B-12 deficiency in 187 women (some pregnant and lactating) and 72 men in a rural Mexican community. Data were obtained from food intake interviews, breast milk samples, reproductive history, analysis of parasite load, and a variety of blood tests which measured anemia, mean cell volume, plasma ferritin, folate, and B-12 status. Anemia was present in 33% of men, 54% of non-pregnant, non-lactating (NPNL) women, 35% of pregnant women, and 41% of lactating women. Low ferritin stores occurred in only 4% of men and in 31% of NPNL women, 65% of pregnant, and 28% of lactating women. There were no cases of low folate to accompany the occurrence of anemia in men or women; however, low vitamin B-12 status occurred in 25% of men and in 19% of NPNL women, 15% of pregnant, and 30% of lactating women. Obscure dietary patterns during pregnancy and lactation may account for some results. Also, although total iron intakes were very high, consumption of bioavailable heme iron was very low. In women, no dietary variables were associated with low ferritin levels, and in men, diet was not associated with anemia. There were associations of anthropometry with anemia, but not of parasitic infections with anemia. Anemic lactating women had lower amounts of B-12 in their breast milk than non-anemic lactating women; there was no association of low breast milk B-12 with low plasma B-12. Therefore, it was concluded that anemia may be due to micronutrient deficiencies other than iron, that B-12 deficiency may be more frequent than expected, and that poor bioavailability of iron increases the risk of iron deficiency.

Puréed diet: Prevalence and reported reasons for use in a long-term care hospital.

Cormier, D., Harper, D.W., O'Hara, P.A., Brillant, C., Caissie, D., Dubeau, J. & Mitalas, J. (1994)
Journal of the Canadian Dietetic Association, 55(3), 121-124.

Because of an aging population, questions of nutritional adequacy and sensory aspects of puréed diets have become increasingly important in the hospital setting. A total of 424 long-term care patients were surveyed for data on possible reasons for being on a puréed diet; reasons were categorized as cognitive deficits, physiological/mechanical problems, behavioural problems, management issues, and other. Nursing staff were interviewed by a dietitian. Of the long-term-care patients, 110 were on a puréed diet; of these patients, the average age was 83.5 years and 82.7% were female. On average, four reasons for being on a puréed diet were cited for each patient, and an average of 2.8 categories for each. The reasons for each patient being on a puréed diet were always in combination with other reasons and categories; never was one reason the sole support for the use of the puréed diet, and only in 9.1% of cases did one category account for being placed on the puréed diet. The most common category of reasons given was "physiological/mechanical disorders," followed by "cognitive problems," "management issues," and "behavioural problems." This study confirmed that the use of puréed diets in long-term-care facilities is quite common, and that the likelihood of use increased with age, with being female, and with a primary diagnosis of dementia. More attention needs to be focussed on the appropriateness of use and the nutritional adequacy of such diets.

Supplementary listing of articles:

Accuracy of fourth and fifth grade students' food records compared to school lunch observations. Domel, S.B., Baranowski, T., Leonard, S.B., Davis, H., Riley, P. & Baranowski, J. (1994). *American Journal of Clinical Nutrition, 59*(suppl.), 218S-220S.

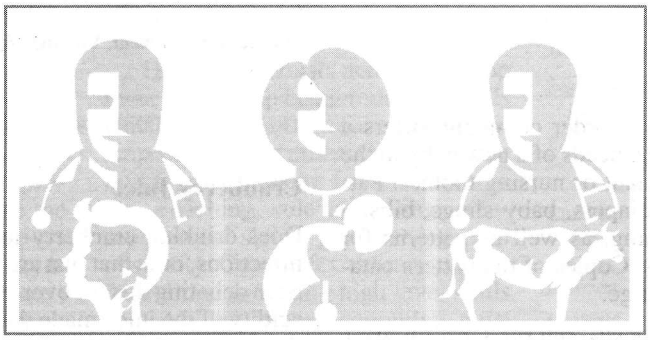
Position of the American Dietetic Association and the Canadian Dietetic Association: Nutrition intervention in the care of persons with human immunodeficiency virus infection. (1994). *Journal of the American Dietetic Association, 94*(9), 1042-1045.

Submitted by:
Dianne Oickle
Home Economist
Kingston, Ontario

New Developments...

compiled by **Debbie MacLellan**

. . . In Resources



Nutrition Resources Guidebook 1995

The Dial-A-Dietitian Nutrition Information Society of B.C. has just published the *Nutrition Resources Guidebook 1995: Your Essential Guide to Nutrition Resources.* This publication primarily highlights the work of Canadian nutritionists, dietitians, and cooks; however, important American materials are also included. The fifty chapters on different topics (locating nutrition, food and nutrition professionals and training programs, general nutrition and health promotion, nutrition in the life cycle, medical nutrition, food and food security, foodservice management, and the profession of dietetics) include book reviews, abstracts, and ordering information for print, audio, and video resources, as well as a Canadian directory of dietitian and nutrition consultants. All proceeds from the sale of this guidebook go to the Dial-A-Dietitian Nutrition Information Society of B.C., a not-for-profit organization providing free information on food and nutrition to the public, food and health professionals, educators, and communicators. The *Guidebook* is available for $29.95 (includes all taxes and shipping costs).

To order, write to: Dial-A-Dietitian, 1060 West 8th Avenue, 2nd Floor, Vancouver, BC, V6H 1C4; phone (604)732-9191; toll-free in B.C. (800) 667-3438.

Vegan Diets in a Nutshell

The Vegetarian Resource Group, a non-profit organization mandated to educate the public about vegetarianism, and Reed Mangels, PhD, RD, have released *Vegan Diets in a Nutshell*, an educational brochure on veganism. The brochure includes information on vegan sources of protein, calcium, fat, vitamin D, zinc, iron, and vitamin B12, as well as reasons for veganism, a list of common and uncommon vegan foods, plus egg and dairy replacers. The brochure is available free of charge by sending a self-addressed stamped envelope with two first-class stamps to the Vegetarian Resource Group.

To order, write to: Vegan Brochure, The Vegetarian Resource Group, P.O. Box 1463, Baltimore, MD, 21203.

Chemicals in Our Homes – Putting Safety First

Chemical products can be found in most Canadian households — whether they be for cleaning, deodorizing, or sanitizing. Because they are so familiar, we tend to take them for granted. However, they can be extremely dangerous. Thousands of poisonings involving household products are reported each year, most of them involving children under five. *Safety First!*, a new 12-page colour pamphlet produced jointly by Health Canada and *Today's Parent*, is designed to inform Canadians about the dangers of chemicals commonly found in our homes and ways to use them safely. The pamphlet also explains who is at risk and gives suggestions for protecting everyone, but particularly children, pregnant women, and seniors, whose bodies are more sensitive to chemicals. The brochure is available in both English and French free of charge.

To order, write to: Communications, Health Canada, Ottawa, ON K1A 0K9; phone (613)954-5995; fax (613)952-7266.

Celebrate the Pleasure of Healthy Eating

The theme of the Canadian Dietetic Association's 1995 National Nutrition Month Campaign is "Celebrate the Pleasure of Healthy Eating." This year, with the help of the Canadian Federation of Chefs and Cooks, Canadians will be invited to challenge their tastebuds and explore a variety of foods "flavoured" by ethnic, cultural, and regional influences. The campaign is intended to encourage Canadians to celebrate the pleasure of healthy eating by demonstrating that eating well tastes great; and to educate Canadians about the diversity of foods available in Canada and the health benefits that variety provides. The Nutrition Month Resource Package includes a 32-page Resource Manual for health professionals with statistics, resources, and key messages for consumers, two activity sheets, "Eating Vegetarian" and "Healthy Eating," which can be reproduced for use in publications or classrooms, and a Nutrition Month poster with key healthy eating messages. The package is available by sending a cheque for $20.00 payable to Nutrition Month Resource Package.

To order, write to: Nutrition Month Resource Package, 20 Eglington Ave. W., Box 2040, Toronto, ON, M4R 1K8.

Two Step Approach For Your Heart's Health

The Ontario Heart & Stroke Foundation has developed a consumer education kit called the *Two Step Approach For Your Heart's Health*, designed to inspire people to take two simple steps to reduce their risk for cardiovascular diseases. Step one is about healthy, balanced eating, and step two focuses on the benefits of active living through a walking program. The kit includes an information brochure, which includes ideas for cutting the fat in the diet and suggestions for developing an activity program, and a two-sided audio cassette. Side one of the audio tape features motivational messages about low fat diets and tips on the heart health benefits of walking, while side two contains 30 minutes of music in 10 minute segments to accompany the listener on a walking program. The kit is available free of charge in English or French.

To order, write to: "The Two Step Approach," Station F, 1 Concorde Gate, 9th Floor, Don Mills, ON, M3C 3N6.

. . . In Products

Sewing for Baby

Born to Love, a Canadian mail order company, offers a selection of patterns to meet the needs of a new baby in the family, and those of the pregnant or nursing mother. Patterns are available for cloth diapers, baby slings, bibs, a nursing pillow, nursing clothing, as well as patterns for infants and expectant mothers. Copies of the pattern catalogue are available free of charge.

To order, write to: Born to Love, 15 Silas Hill Drive, Dept. P, North York, ON, M2J 2X8; phone (416)499-8309; fax (416)499-5606.

Socks Have Come A Long Way

Remember tube socks? They were straight from toe to opening. The bend was not there until your foot made it. Socks have come a long way since then. In fact, today you can buy socks specifically designed for sporting activities. Padding and support are available for particular sports. Tennis socks are configured differently from socks meant for jogging and basketball. Here's what to look for in technologically developed socks:

- cotton is not the fabric of choice any more. Synthetics, such as acrylic, disperse blister-causing perspiration better and keep your feet cooler.
- look for socks that have extra padding in the high impact areas of the toe, ball, and heel.
- socks that have a tighter weave in the middle of the foot provide additional support and prevent slipping.
- watch for toe seams which are one of the leading causes of blisters.
- white socks are preferable to coloured ones; dyes can be irritating to sweating feet.

Source: *Walking*, May/June, 1994.

Pop for Pampered Pets

Dogs and cats can now quench their thirst with a lightly carbonated, vitamin-enriched beverage produced in the United States by The Original Pet Drink Company. They have introduced one litre bottles of beef-flavoured "Thirsty Dog" and fish-flavored "Thirsty Cat" drinks retailing for between $1.79 and $1.99 US. The popularity of this new product is evident from its sales records. One Chicago company recently sold 10,000 cases in just over seven weeks.

Source: *Canadian Grocer*, January, 1995.

Fuel Cells for the Future

The car of the 21st century is likely to be powered by fuel cells, a technology developed for the 1960s space missions. Fuel cells use hydrogen gas and oxygen to produce an electric current and some waste heat and water. Scientists expect these fuel-cell powered cars to be little, if any, more expensive than those that are gasoline-powered and from two to three times more fuel-efficient. Fuel-cell cars would emit fewer pollutants and greenhouse gases than either gasoline-powered or electric vehicles, while maintenance costs and engine noise would be much lower. Unlike electric vehicles, which need several hours for their battery to recharge, fuel-cell cars could be refuelled at a filling station just as fast as a gasoline-powered car.

Source: *Environment*, Volume 36, Number 4, May, 1994.

. . . In Ideas

Cranberry Juice

Does drinking cranberry juice help prevent urinary tract infections, or is that just an old wives' tale? Scientists have been debating this for over 50 years. The theory was that the acidity of the juice made the urine acidic and that inhibited the growth of bacteria. But a recent study found that cranberry juice drinkers' urine was actually less acidic than that of those who did not drink the juice. However, the study did determine that the cranberry juice helped prevent urinary infections, but not for the reason formerly advanced by researchers. They found a substance in cranberry juice that prevents the bacteria that cause the infection from clinging to the wall of the urinary tract. If they can't stick to the walls, the bacteria can't multiply as readily. This does not mean that cranberry juice cocktail (pure cranberry juice is too bitter to drink) should be self-prescribed for urinary tract infections instead of seeing a doctor. It does mean that in addition to antibiotics and other medicine, cranberry juice may be part of the overall treatment plan for preventing and treating this condition.

Source: *Tufts University Diet & Nutrition Letter*, May, 1994.

To See Ourselves as Others See Us!

Some people can see things only as they have always been. They naturally think that the way to improve effectiveness of their efforts is to amend the existing rules or regulations or to increase funding for the familiar, the tried and true. But professionals who master the art of seeing their work from a different perspective can uncover new ways to solve problems and capitalize on previously unrecognized opportunities. Try taking a look at what you do through the eyes of the consumers of your services. Taking a fresh look at what is happening and then brainstorming for entirely new solutions and opportunities can be a wise investment of your time, thought, and energy.

Source: *Nutrition Today*, November/December,1994.

Nasal Decongestants - Helpful or Harmful?

Nasal decongestants are easy to use, readily available over-the-counter at supermarkets and drug stores, and relieve congestion almost immediately for up to 12 hours. However, with repeated use, the relief does not occur quite as quickly and, after a few days, may last only a half-hour. What happens is that, with continued use, you become more and more dependent on the spray, and the nasal membranes become inflamed, swollen, and engorged with blood. Once this "addiction" occurs, there is no way to regain free breathing through your nose except to quit the nasal sprays "cold turkey." You will not be able to gradually withdraw from them. Current recommendations caution against using nasal sprays more than 4 times a day for more than four days.

Source: *Emergency Medicine*, Volume 26, 1994.

The Medium is Your Message

To be successful today means marketing yourself and your product. Television advertising can be an effective means of achieving this goal if you know how to maximize its use. Some tips include:

- think and plan your commercial within existing budgetary limitations. Special effects, jingles, actors, animation, computer graphics, and shooting on location can make the cost of commericials skyrocket.
- make sure the lead of your commercial is a real grabber. The first four seconds are like the headline of a print ad and decide whether the viewer will watch or go off and fix a snack.
- TV is primarily a medium of pictures, not words: be sure your pictures deliver a selling message.
- stick to one main thought or selling point per ad.
- if you are selling a product, repeat the product name and the main selling point at least twice; repetition aids the viewer in remembering the product.

Source: *The Acart Marketing and Communications Newsletter*, Spring, 1994.

. . . In Trends

Home Alone

More and more people in Canada live alone. In 1961, less than 10% of all private households were one-person households. Three decades later, 23%, or over 2.3 million people, lived alone. Factors contributing to this trend include the aging of the population and increases in marriage breakdown. Differences in mortality rates between men and women have continued to result in rising numbers of elderly widows living on their own.

Source: *Focus for the Future*, Fall, 1994.

Sun Safety

This year, 47,000 Canadians will discover that they have skin cancer. Most will have developed the disease because of over-exposure to the sun's ultraviolet radiation. Research by the Angus Reid Group in April 1994 showed that:

- the majority of Canadian adults (90%) currently practice sun safety in some form or other.
- the primary motivation for practising sun safety is the fear of developing skin cancer (mentioned by 67% of respondents), followed by fear of skin burns (27%), and the realization that the sun's rays are getting stronger due to the depletion of the ozone layer (23%).
- the minimum acceptable level of SPF receiving the most mentions was 15, mentioned by 22% of all respondents.
- the most commonly held perception regarding the relative sensitivity of various skin types is that children (82%) and fair-skinned people (70%) are the most sensitive to the effects of the sun.

Source: *Safety Canada*, Vol. XXXVII No. 2, 1994.

What's In; What's Out

What are the "in" words and the "out" words as far as a healthy lifestyle is concerned? Here is a list from the Canadian Fitness Institute, The Cooper Institute of Aerobics Research in the US, and Weight Watchers International:

What's In	**What's Out**
Moderation	Deprivation
Healthful eating	Dieting
Portion control	Calorie counting
Healthy body weight	"Idealized" body
Self acceptance	Self condemnation
Increased physical activity	"No pain, no gain"
Support system	Going it alone
Balanced food plan	Weight loss gimmicks
Small changes	Radical diets
Healthful snacks	Don't eat between meals
Weight control	Weight cycling

Source: *The Fitness Bulletin*, April, 1994

Teenage Girls – What do they eat?

Diet surveys indicate that, although many teenage girls have adequate intakes of most nutrients, dietary intakes of calcium and iron, and energy intakes tend to be lower and fat intakes higher than recommended. This eating pattern coupled with low levels of physical activity could put some girls at increased risk for development of osteoporosis, anemia, obesity, and cardiovascular disease. Teenage girls' concerns about their eating habits tend to focus on their beliefs about foods as either "healthy" or "junk" and their concerns about weight and body image. Nutrition intervention programs for this population need to integrate problems of dietary adequacy with the concerns these girls have about food, and should include strategies aimed at both individual and environmental levels. Further research is needed to increase understanding of food issues in this age group and to evaluate the effectiveness of different intervention programs.

Source: *National Institute of Nutrition Review*, Fall, 1994.

Kids in the Supermarket

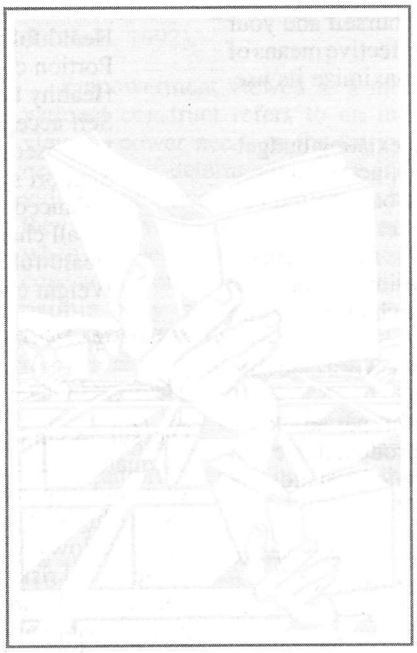
Food marketing experts are discovering that children have a growing influence on food and beverage purchases in North America. Research has shown that:

- children influence nearly $100 billion in food and beverage purchases annually in the United States, with this amount growing at a rate of 17% to 20% annually.
- of their own money, children spend $4 billion annually on food and beverage products.
- at two years of age, children can recognize brands at the supermarket.
- among 4th- through 8th-graders, 65% make their own decision about what to eat for breakfast; 46% select their own lunch.
- although nutrition is of lesser importance to children than are taste and appearance in selecting food products, they are becoming more knowledgeable about the benefits of a low-fat diet. However, they are interested in eating healthy foods to be strong and attractive, thin, and to have energy to play rather than to prevent diseases.

Source: *Milling & Baking News*, October 4, 1994.

Book Reviews

compiled by ***Sheri McBride***



Fashioning the Bourgeoisie: A History of Clothing in the Nineteenth Century by Phillippe Perrot, transl. Richard Bienvenu. (1994). New York: Princeton University Press, 273 pages. $29.95 US (hardcover). ISBN 0-691-03383-8.

Many texts on historic costume are merely descriptive in nature, reviewing changes in silhouettes and and other details in a chronological order. There are notable exceptions, such as Ann Hollander's *Seeing Through Clothing* and *Sex and Suits: The Evolution of Modern Dress*, providing readers with an analysis of clothing behaviour. *Fashioning the Bourgeoisie* is a recent addition to this list. Taking an anthropological perspective, author Phillippe Perrot provides us with a thorough and fascinating investigation of clothing and its relationship with culture. Through a study of the rise of the ready-to-wear fashion industry and clothing selection in France, he shows how clothing choices can reflect the beliefs, values, and aspirations of a society.

The book begins at the middle of the nineteenth century when clothing choices were clearly differentiated along class and gender lines in French society. Men, for example, adopted the standard black frock coats deemed appropriate to the serious world of business, while women favoured luxurious fabrics and restrictive silhouettes to signal the status of their family and the role of women in society. Perrot suggests that "shopping" as a consumer pastime was born to allow women through their clothing purchases to keep up, or at least create, their middle-class appearance.

The author describes what has been called the democratization of fashion and the effects on society, with numerous references to contemporary fashion journals, newspaper articles, and personal diaries. In reaction to this phenomenon, the upper classes tried to maintain their status and right to elegance by supporting what would became the high fashion, "haute couture," industry.

Paris was undeniably the world's fashion capital during the nineteenth century. The author presents us with a detailed study of Parisian society as a context for the rise of the ready-to-wear industry. As necessary as this is, the numerous references to specific french citizens, events, and places make the thread of Perrot's argument difficult to follow, especially for the North American reader. However, his obvious enjoyment of the material and his observations on the more obscure make up for this limitation. For example, in his chapter on undergarments (Chapter 8 "Invisible Clothing"), the debate over the adoption of pantaloons is described. He relates that, despite the bourgeoisie's endorsement of this piece of clothing, many moralists disapproved. He quotes one as saying: "I always distrust a woman who wears drawers— this is modesty displaying a sign shop" (p.64).

Written for a broad audience, the wide selection of sources and interesting anecdotes will attract those with only a passing interest in clothing and french social history, while the level of knowledge and the depth of his analysis will satisfy the serious historian. This attempt to explain a culture through an examination of clothing selection is a refreshing change.

Reviewed by:

Sheri McBride, BA, MSc
Department of Home Economics
University of Prince Edward Island
Charlottetown, P.E.I.

Children's Clothes by Clare Rose. (1989). London: B.T. Batsford Limited, 157 pages; $24.99 (softcover). ISBN 07134-5741-4.

The straightforward title of art historian Clare Rose's book, *Children's Clothes*, is indicative of the manner in which this author approaches her subject. The book is well-organized with the material divided into three broad time periods: 1750–1820, 1820–1890, and 1890–1985. Within each of these periods, clothing is examined, from underwear to outerwear, for babies, boys, and girls. The author takes 1750 as a starting point because, she states, this date represents a watershed between old and new ways of looking at children: from children as imperfect copies of adults to children as individuals with distinct legal and social needs (the latter perception continuing to the present time).

Rose, in establishing the context for the clothing worn by children during the various periods, emphasizes the interrelationship of these fashions with socio-economic events. Her approach is integrative, as, for example, in her discussion on clothing changes for babies in the mid-eighteenth century. She points out that, increasingly, babies and young children were dressed in white with ribbon sashes as the only colour, "as if to emphasize their innocence..." and their importance to the domestic ideal. Rose provides evidence that this was a new attitude at that time and notes that this fashion was also a result of the new fashionable nature of linen and cotton fabrics. In this way, Rose shows her readers how economic as well as social forces play a role in children's clothing styles.

Rose's text is well-documented visually with photographs of period garments— sometimes on contemporary models, a practice negatively regarded by curators — drawings, and reproductions of paintings. It includes four pages of colour plates.

At times, the broad scope of the study results in decades being dismissed in a few sentences, leaving the reader hungry for more information. However, in general, the author delivers good insights. Of her recommended readership, "...historians of portraiture, economic historians and social historians" as well as costume specialists, the latter will likely be most satisfied. Despite a few weak elements, notably a strong ethnocentric British focus and disappointingly limited bibliography and notes, this book is a welcome addition to a slim reference pool. Rose has produced a lucid text outlining the significance of children's clothing as social indicators. I would recommend it to anyone interested in children's clothing history.

Reviewed by:

Cecile Clayton-Gouthro, BFA, MSc, PhD
Assistant Professor, Clothing & Textiles
University of Manitoba
Winnipeg, Manitoba

Plant Vitamins: Agronomic, Physiological, and Nutritional Aspects by A. Mozafar. (1994). Boca Raton, Florida: CRC Press. 412 pages. $215.00 US (hardcover). ISBN 0-04-012597-7.

Is an apple a day enough? It all depends on the variety of apple you choose. Little-known research has shown that the vitamin C content of apples can vary by as much as a factor of ten, depending on variety and growing conditions. In *Plant Vitamins*, Dr. A. Mozafar brings to the field of foods and nutrition an important link with agronomy and plant physiology. The aim of this book is "to provide a concise synthesis of the available information on the factors acting on plants during the course of their growth that affect their vitamin contents at the time of their harvest." The growing interest and awareness of nutritious foods by the general public as well as the trend toward "back-to-nature" production of food demand a better understanding of the factors assessed in this book that may have an effect on vitamin content. Professionals in the food industry need to ask such questions as, "What are the natural variabilities in the content of vitamins in different varieties of the same plant, do plants vary in their vitamin content when grown in different geographical locations or in different years, how does the use of chemical fertilizers, plant protection chemicals, and exposure of plants to various stress factors such as air and water pollutants affect the plant vitamin contents?" These are the questions Dr. Mozafar has undertaken to address.

In *Plant Vitamins*, Dr. Mozafar has compiled an amazing amount of information. Much of this information is generally unrecognized by nutritionists, mainly, no doubt, because a relatively large portion of the literature on these factors has been published in languages other than English. This book gathers this information and puts much of it into tables that make it an excellent and quick-to-find reference. The table of the concentration of vitamin C in different apple varieties, for example, lists 94 varieties. An Ida Red apple contains 24 mg/100g vitamin C compared with a McIntosh apple with only 2 mg/100g, more than a 10-fold difference as indicated earlier. The factors affecting vitamin content range from those brought by natural conditions, such as climatic and geographic influences, to those that can be human-controlled, such as the use of specific varieties, fertilizers, and plant protection chemicals. A large number of references are cited for each chapter; e.g., the chapter on genetic variability has 363 references and that for plant nutritional status, which covers the effect of fertilizers and soil types, has 550. Many tables cite the reference sources.

The book is extremely well-organized making it easy to find specific information. The headings are clearly laid out and summarized. An epilogue at the end of the book reviews the major factors affecting plant vitamins in a concise manner that provides an excellent overview of the existing knowledge.

The price of the book is prohibitive for individuals, but it should be available in major libraries as a reference book. *Plant Vitamins* will do much to promote dialogue between plant breeders, plant producers, and nutritional professionals. Such dialogue is needed if decisions as to what varieties of food to grow and where this food is to be grown are to be made with a consideration of the factors that could reduce or increase the content of the plant vitamins. More immediately, it means that the vitamin concentration in food plants as published in vitamin handbooks and nutrition manuals needs to be interpreted with due caution.

Reviewed by:

Ellie Topp, BA, MS, PHEc
Foods Consultant
Ottawa, Ontario.

Survey Research Methods (2nd ed.) by Floyd J. Fowler, Jr. (1993). New York: Sage Publications, Inc. 155 pages (softcover). ISBN 0-06-104597-8.

Survey Research Methods (2nd ed.) examines standards and practical procedures for data collection in social surveys. Fowler has expanded the first edition to include new developments in survey research, such as the use of microcomputers in the survey process, improved techniques for training and supervising interviewers, and refinements in the design and evaluation of survey questions.

The text is particularly valuable as a reference for researchers. It provides them with a thorough grasp of questions to consider during data collection in any type of survey and an understanding of the implications of decisions made during the survey's design. Readers of the book come away with a renewed commitment to better survey design and execution.

Each chapter opens with a brief description of its contents, providing an opportunity to sample the material before reading the whole chapter. The chapters conclude with summaries and exercises for the reader to complete in order to internalize skills and techniques discussed. Each of the eleven chapters focusses on a particular aspect of research. Topics covered include: procedures used in sampling; approaches taken to contact respondents; major sources of survey error; selection of data collection modes and their implications for response rates; theories on and practical approaches to designing survey questions; significance of interviewer selection; training and supervision of interviewers; options and good practice for data formats; data coding developments; coding procedures and management; data entry and data checking procedures; addressing ethical issues in survey research; identifying material that should be included in a complete methodological description of a survey. The book concludes with a discussion of survey errors.

In summary, *Survey Research Methods* identifies the important questions that researchers using survey data need to ask and to have answered. It recognizes and attempts to solve the theoretical and practical problems that researchers must wrestle with during the conduct of a research project.

Reviewed by:

Edith R. Zawadiuk, BSc, PHEc
Two Hills, Alberta

Strategic Adaptation in the Health Professions: Meeting the Challenges of Change by James Begun and Ronald Lippincott.(1993). San Francisco: Jossey-Bass Publishers, 245 pages; $24.99 (softcover). ISBN 1-55542-582-8.

This book discusses the challenges facing healthcare professions in the 1990s and recommends strategies to assist these professions to successfully adapt. Many of the challenges discussed are familiar to Canadians even though the specific examples in the book are primarily American. Issues such as the escalation of healthcare costs, the challenge to the power of the professionals, the decreasing ability to rely on tradition to justify legitimacy, and market power are thoroughly reviewed.

We are effectively reminded that the world of healthcare professional work is changing and, in this global economy, contemporary strategies are necessary if the healthcare professionals of today are to succeed tomorrow. Understanding strategies, such as "balancing the professional interest with the changing and intensifying demands of external stakeholders," is probably the main reason you would want to read this book.

Some readers may feel that the American content of this book is such that it has limited applicability to the Canadian healthcare situation. However, while there are significant differences in the two systems, there are also enough similarities that Canadian healthcare professionals and their associations would benefit from implementation of several of the proposed strategies. Both conventional and contemporary strategies are effectively summarized in tables throughout the book. As members of a profession interested in the health and well-being of families and individuals, home economists need to consider strategies to position themselves to meet the challenges of the 21st century. This book will be of particular interest to professional association leaders at all levels: local, provincial, national, and international. If you are a member of a professional healthcare association with an interest in professional issues, or if you are considering opportunities for leadership in healthcare in the future, you will benefit immensely from reading this book, and you will be a more effective leader when that day arrives.

Reviewed by:

Betty Newson, BSc, (FSc), RD
Specialty Services Co-ordinator
Health and Community Services Agency
Charlottetown, P.E.I.

Call for Papers 1995-96

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well- being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice or providing information about professional subject fields are of particular interest.

Submission deadlines:

Fall	June 15, 1995
Winter	September 15,1995
Spring	December 15, 1995
Summer	March 1, 1996

Demande d'articles 1995-96

La *Revue canadienne d'économie familiale* solicit des articles soit par des spécialistes en Economie familiale soit par toute personne intéressée à promouvoir le bien-être des personnes et des families. Les article peuvent traiter d'aspects sociaux ou d'information dans les divers champs ou domaine de l'Économie familiale.

Dates limites d'envoi des manuscrits:

Automne	15 juin 1995
Hiver	15 septembre 1995
Printemps	15 décembre 1995
Été	1er mars 1996

1994-95 Undergraduate Enrolment Data

UNIVERSITY/UNIVERSITÉ	Undergraduate Program	1st	2nd	3rd	4th	Part-time Special	Total
ACADIA	Food Service Administration	--	-	-	1		1
	Biology/Nutrition	4	1	1	1	-	7
	Nutrition & Dietetics	20	27	9	27		83
	Food Science	8	5	3	2	-	18
ALBERTA **B.Sc. (Home Economics)**	Clothing & Textiles	-	4	9	13	-	26
	Family Studies	-	5	6	7	-	18
	Foods & Nutrition	-	3	10	42	-	55
B.Sc. (Human Ecology)	Consumer Studies	11	6	1	-	-	18
	Family Studies	11	25	14	4	-	54
	Textiles, Clothing & Culture	16	17	11	1	-	45
	(no major declared)	3	-	-	-	-	3
B.Sc. (Nutrition & Food Science)	Foods & Nutrition	26	37	18	7	-	88
	Food Technology	9	7	6	4	-	26
	Nutrition	11	3	3	1	-	18
	(no major declared)	3	-	-	-	-	3
BRITISH COLUMBIA	Dietetics	25	40	43	32	-	140
	Family Science	n/a	n/a	25	23	-	48
	Home Economics	25	32	34	20	-	111
	Nutritional Science	n/a	15	30	21	-	66
GUELPH	(data not available)						
LAVAL ** Certificat en consommation* *** Baccalaureat en enseignment secondaire*	Consummation	64 (16)	132 (37)	110	-	-	306 (43)
	Études familiales	13**	34	16	-	-	63
	Nutrition et diététics	55	44	48	48	-	195
MANITOBA	Clothing & Textiles	55	22	19	31	-	128(Sp=5)
	Family Studies	83	44	38	44	-	209
	Comprehensive	13	8	5	6	-	32
	H.Ecol./Ed.Integrated	9	1	1	6	-	17
	Foods & Nutrition	96	59	57	73	-	285
McGILL	Human Nutrition & Dietectics	111	89	49	-	-	249
MEMORIAL	Nutrition	-	-	-	-	-	65
	Dietetics	7	12	10	-	-	29
MONCTON	Études familiales	4	5	1	5	-	15
	Nutrition et diététics	24	27	18	9	-	78
MONTRÉAL	Nutrition et diététique	65	47	41	35	-	188
MOUNT SAINT VINCENT	**BHE**	12	27	-	-	-	37
	Career Path, Comprehensive, Family Studies						
	Cooperative Education	-	-	2	-		2
	BSCHE	16	-	127	-	-	143
	Nutrition, Dietetics, Cooperative Education						
	Dietetics			10		10	
NEW BRUNSWICK ** students no longer admitted to program in 1st year*	Home Economics Education	-*	5	14	17	5	41
PRINCE EDWARD ISLAND	Home Economics (Gen. or Comp.) nutrition & dietetics	22	20	17	8	3	70
RYERSON	All areas	92	90	73	69	n/a	324
ST-FRANCIS XAVIER	Nutrition & Consumer Studies Nutrition & Consumer Studies Adv.Mjr.	28	27	7	10	3	75
SASKATCHEWAN ** Non-degree ** 30 in first-year class*	Nutrition & Dietetics	32	37	32	26	* 2	129
	Home Economics Education	** 39	5	-	2	-	37
TORONTO	Nutritional Sciences Specialists	n/a	38	27	25	-	90
BRESCIA COLLEGE, WESTERN ONTARIO	Clothing & Textiles	7	1	7	1	-	16
	Home Economics (Comp.)	1	2	-	1	1	5
	Nutrition & Dietetics	56	34	36	32	10	168

Mark your calendar for these upcoming Conferences, Seminars, Workshops, and other events

April 20-25
(Vancouver, B.C.) 6th International Congress on Adolescent Health, Youth for Youth Health, and Society for Adolescent Medicine Conference Programs: Youth Health Assembly.

Contact: Venue West Conference Services Ltd., 645- 375 Water St., Vancouver, BC V6B 5C6; Tel. (604)681-5226, Fax 604-681-2503.

April 24-28
(New York, N.Y.) *Environmental Issues & Imperatives for the 21st Century: An International Interdisciplinary Conference.*

Contact: Prof. Patricia Thompson, c/o Office of the Provost, Lehman College, CUNY, Bronx, N.Y. 10468, U.S.A.

April 26-28
(New Paltz, New York) 1995 New York State Dietetic Association Annual Meeting: *Bridge to Wellness.*

Contact: Gretchen Scalpi at (914) 431-8898.

May 13
(Ottawa) Ontario Home Economics Association '95 Conference *Shaping the Future.*

Contact: Ann MacKay, 16 Cosway Crt., Etobicoke, Ont. M9C 2G3; or Roberta LeBlanc, Tel. (613) 830-5584..

May 12-14
(St. John's, Nfld.) *Redefining Family Law: The Challenge of Diversity.*

Contact: National Association of Women and the Law (Newfoundland Caucus), 155 Water St., Suite 401, St. John's, NF A1C 2B3 Tel.(709)579-2595; Fax (709)579-2670.

May 24-26
(Mississauga, Ont.) *Ontario Community Support Association '95 Conference.*

Contact: Shannon Chartrand (416) 256-3010 or 1-800-267-6272.

May 30-June 3
(Vancouver) *Child Health 2000*

Contact: Child Health 2000, 113-990 Beach Ave., Vancouver, B.C. V6E 4M2. Tel: (800) 515-6008. Fax: (604) 682-6771.

June 3-5
(Université de Québec à Montréal) CARHE/ACREF at the Learned Societies Conference/à la Congrès des societés savantes: *Workers/Travailleurs.*

Contact: Gail West, Tel. (418) 656-3755, Fax (418)656-5518.

June 4-7
(Charlottetown) Canadian Dietetic Association Conference '95 *Opportunity for Growth: Linked with the Future.*

Contact: Amex Canada Inc., 101 McNabb St., Markham, Ont. L3R 4H8. Fax: 905-474-8851.

June 19-21
(University of Guelph) *Sexuality: Towards Equality.*

Contact: Guelph Sexuality Conference, Office of Continuing Education, 159 Johnston Hall, University of Guelph, Guelph, ON N1G 2W1. Tel. (519) 767-5000; Fax (519)767-1114.

July 8-11
(Edmonton) CHEA Conference 1995: *Beyond Tradition: An Evolving Profession.*

See back cover – this issue.

July 15-19
(Hyatt Regency Crystal City, Washington, D.C.) Society for Nutrition Education 1995 Annual Meeting: *Learning, Leading, and Leveraging: Mastering Our Future.*

Contact: Faye Labatt, Coordinator, Society for Nutrition Education, 2001 Killebrew Drive, Suite 340, Minneapolis, MN 55425-1882. Tel. 1-800-235-6690, Fax 612-854-7869.

September 4-15
(Beijing) Fourth World Conference on Women: *Action for Equality, Development and Peace.*

August 30- September 8
(Beijing) NGO Forum on Women, parallel conference open to all.

Contact: CBFC Secretariat, 151 Slater St., Suite 408, Ottawa, K1P 5H3; Tel. (613)563-2550; Fax (613)563-8658; TDD (613)563-1921; Registration deadline, 30 April 1995.

September 6
Worldwide Day of Women's Actions.

Contact: Toronto Women for a Just and Healthy Planet: Dorothy Goldin Rosenberg (416)960-4944 or Ana Isla (416) 769-5685.

September 19-22
(Winnipeg) Canadian Education Association Convention '95: *Educating for a Sustainable Future.*

Contact: Canadian Education Association, 252 Bloor St. W.,Suite 8-200, Toronto, Ont. M5S 1V5; Fax: 416-924-3188; E-mail: acea@hookup.net.

11-13 October
(Quebec) International Symposium *People at the Heart of Development.*

Contact: Symposium 1995 FAO, 65, Rue St. Anne, bureau 100, Québec (Québec)G1R 3X5. Tel. (418)691-7849; Fax (418)691-7815.

19-21 October
(Freising, Germany) 2nd European Interdisciplinary Meeting; *Poverty and Food in Affluent Societies.*

Contact: AGEV e.V. Postfach 10 01 06, D-83001 Rosenheim, Germany.

October 19-22
(Winnipeg) 1995 *North American Conference on the Family*

Contact: Family Services Canada/Services à la famille-Canada 600-220 Laurier Avenue West, Ottawa Ont., K1P 5Z9 220. Tel.(613)230-9960, Fax: (613)230-5884.

October 26-28
(Carlsbad, California) *World Foundation for Medical Studies in Female Health Conference.*

Contact: Tel.(516)944-3192, Fax: (516)944-8663.

January 5-10, 1996
(Ahmedabad, India) *8th International Gender and Science and Technology Conference.*

Contact: Jayshree A. Mehta, Conference Convenor, GASAT 8 Secretariat, SATWAC Foundation, A1/22, Amrapali, Sukhipura. New Shardamandir Rd., Paldi, Ahmedabad-380-007, India. Tel. 91 79 428991; Fax: 91 79 416941.

February 18-23
(Manila, Philippines) XIIth International Congress of Dietetic Association.

Contact: Canadian Dietetic Association, Tel.(416)596-0857.

July 22-27, 1996
(Bangkok) XVIIIth Congress of the International Federation for Home Economics: *Living Conditions – A Global Responsibility.*

July 27- August 1, 1997
(Montreal) *16th International Congress of Nutrition.*

CHEA Conference 1995

Congrès 1995 de l'ACEF

Beyond Tradition
Beyond Tradition
Beyond Tradition
Beyond Tradition

Beyond Tradition

An Evolving Profession

July 9 - 11, 1995, Edmonton

Pre-Conference Workshops *- July 8-9*

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- *Training Session for Financial Counsellors*

Conference Highlights

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Gwen Leslie Memorial Lecture: *Kathy Ness, "From the Inside Out"*

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